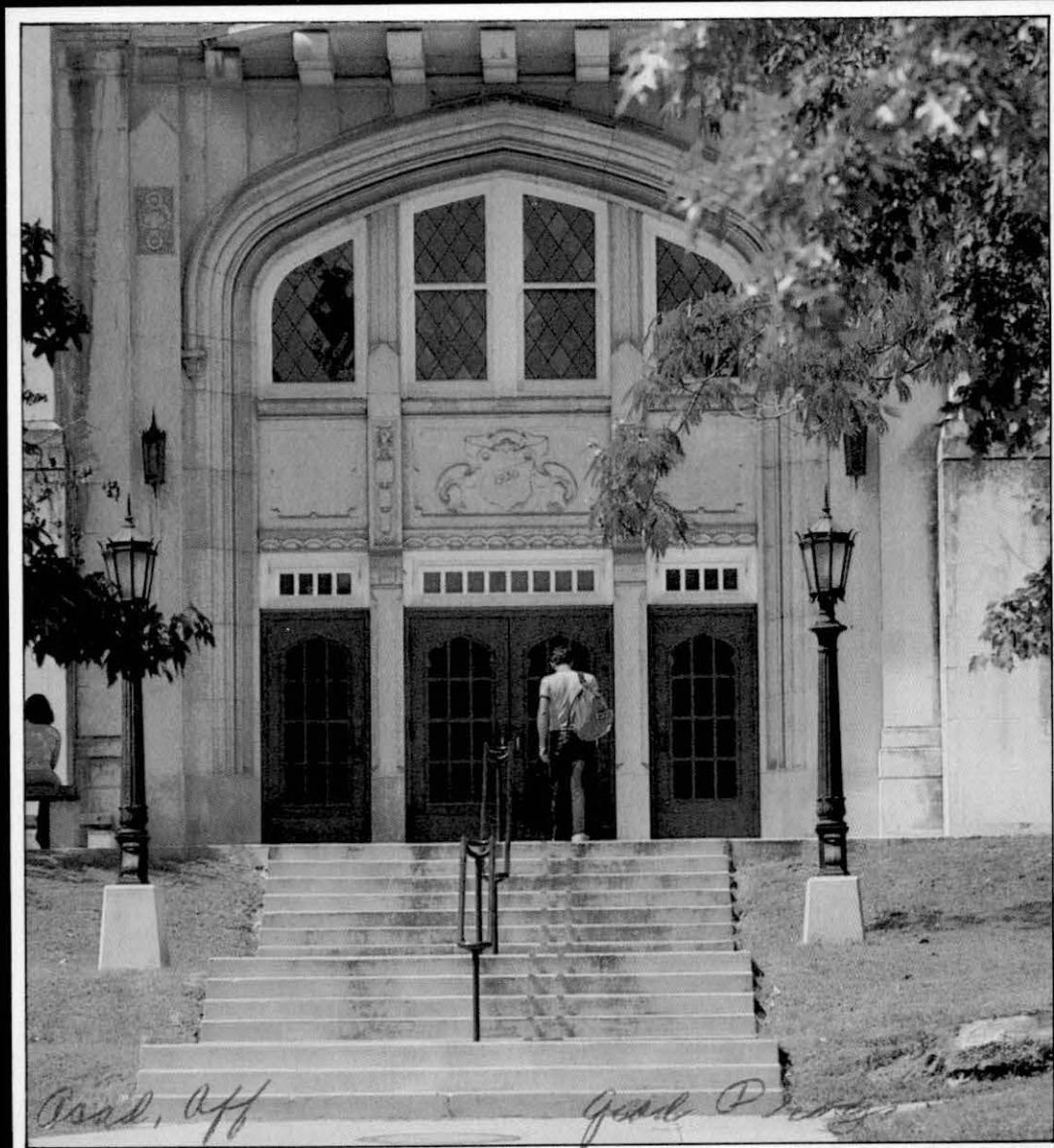


MOREHEAD STATE UNIVERSITY

Graduate Catalog



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Morehead State University Graduate Catalog 1982-83

Morehead State University Graduate Catalog 1982-83

Memberships	American Association of Colleges for Teacher Education American Association of State Colleges and Universities American Council on Education Conference of Southern Graduate Schools National Commission on Accreditation National League for Nursing Southern Regional Education Board The Council of Graduate Schools in the United States Council for the Advancement and Support of Education
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About The University

History

Founded in 1922, Morehead State University has expanded and developed over the last half-century into a recognized regional institution of higher education. A long tradition of service to the people of the Commonwealth of Kentucky runs through its history.

A study of educational needs in the state led to the establishment of Morehead State Normal School, a private institution, in 1922. In 1926, the General Assembly changed the name to Morehead State Normal School and Teachers College, and the growing college was admitted to membership in the Kentucky Association of Colleges. It became Morehead State Teachers College in 1930. In 1941, the college admitted its first foreign student, and the next year became the site of an electrical training school for the United States Navy.

After the war, offerings and services were broadened, and in 1948 the General Assembly changed the name to Morehead State College—a harbinger of what came to be known as the “Breakthrough” period of the 1950s.

During the 1950s, enrollment tripled, the campus acquired its first major structure in 17 years as a huge expansion of physical facilities exceeding \$50,000,000 was undertaken, and educational programs were greatly strengthened and expanded. The sound philosophy of service to the region was greatly strengthened during this period and Morehead State College became the center of regional activities for diverse groups.

Continued growth in the 1960s brought one more change in name—Morehead State University—a reflection of the changing needs of the people of the Commonwealth for higher education. With the change in status in 1966, Morehead State University reached another level in its tradition of service that now has lengthened to more than five decades. The private normal school, turned state normal school with the job of training elementary teachers, has become something its first president, Dr. Frank C. Button, would not have dreamed—a renowned regional university whose offerings reach a broad spectrum of people from all walks of life.

Dr. Morris L. Norfleet took office on January 1, 1977, as the University's eighth president.

The Campus

At the northeast edge of the city of Morehead lies the campus of Morehead State University, its gently-sloping, wooded grounds covering nearly 500 acres. Campus buildings combine the traditional and the contemporary in an imposing array of modern physical facilities set against the natural backdrop of the Daniel Boone National Forest. The University's physical plant represents an investment upwards of \$90,000,000 in prize-winning and eye-pleasing architecture.

Graduate Study

Administration

The Dean

The Dean of Graduate Programs is responsible for executing policies and regulations governing graduate study as determined by the Graduate Council. Inquiries concerning graduate study at Morehead State University should be directed to him. The Graduate Office is located in the Bureau of Academic Affairs, 201 Ginger Hall, phone 783-2210.

The Graduate Council

The Graduate Council consists of two members selected from the graduate faculty of each of the six schools of the University, three students selected from the full-time, on-campus graduate student body, and the Dean of Graduate Programs, who serves as chairman.

The Council is responsible for establishing policies and regulations pertaining to graduate study; for advising the Graduate Dean in the execution of these policies; for the approval and review of graduate programs, faculty, and courses; and for hearing graduate student appeals.

Advisors

When the graduate student is admitted to a degree program, an advisor from the graduate faculty is appointed. It is the function of this advisor to counsel the student in preparing and completing the program of graduate study. The student should consult the advisor concerning any problems that may arise in connection with his or her work.

The advisor also serves as a member, often the chairman, of the student's graduate committee, which conducts the final examinations for the degree.

Objectives

The graduate programs offered at Morehead State University are designed to meet the needs of three types of students—

1. those who look upon the attainment of the master's degree as their ultimate educational goal;
2. those working toward a non-degree objective beyond the baccalaureate level; and
3. those individuals who plan to pursue specialist and/or doctoral programs.

The specific goals of graduate study are to help the student to:

1. further develop abilities to read and think critically—judge values and limitations;
2. improve the skills needed for concise expression—correct and coherent expositions;
3. develop the principles and techniques of research and the accepted forms of reporting research findings;
4. practice creative thinking, initiative, resourcefulness, and responsibility;
5. become specialized in an area through advanced in-depth study; and
6. develop a keen awareness of the significance of current knowledge and developments—of being an informed person.

Graduate Degree Programs

Master of:

Business Administration
Business Education
Higher Education
Music
Music Education
Performance

Master of Arts in:

Adult & Continuing Education
Art

Art Education
Studio Art

Communications

Journalism
Radio-Television
Speech
Theatre

Education

Elementary Education
Elementary Teacher
Early Childhood Education
Reading Specialist
Guidance
Secondary Education
Secondary Teacher
Reading Specialist
Special Education

English

Health, Physical Education, Recreation

History

Psychology

Clinical
General—Experimental

Sociology

Sociology (General)
Corrections
Social Gerontology

Master of Science in:

Biology

Vocational Education

Agriculture

Home Economics

Industrial Education

Post-Master's Degrees in:

Ed.S. (Education Specialist)

Administration and Supervision
Higher Education
Curriculum and Instruction
Guidance

Adult and Continuing Education

Ed.D. or Ph.D. (Joint with U.K.)

Administration and Supervision
Curriculum and Instruction
Educational Psychology and Counseling
Higher Education
Social and Philosophical Studies in Education
Special Education
Vocational Education

Admission to Graduate Study

General Requirements

Admission to graduate study is granted to students who meet the academic requirements and who hold a baccalaureate degree from Morehead State University or some other accredited institution of higher education, and to certain qualified Morehead seniors. A minimum GPA of 2.5 on all undergraduate work and satisfactory scores on the Aptitude Graduate Record Examinations (Graduate Management Admissions Test for the MBA program) are required for regular admission.

Types of Admission

Students may be admitted to graduate study in any one of several categories:

1. Unconditionally—Students who meet the requirements for both general admission to graduate study, and for a particular degree program.
2. Conditionally—Students who meet the general requirements for admission to graduate study, but fail to satisfy one or more special requirements for admission to a particular degree program. This is a temporary classification, to be changed as soon as the specified conditions are satisfied.
3. Unclassified—Students who meet the requirements for admission to graduate study, but do not wish to work for a degree. Such students should note that no more than nine semester hours of credit earned as an unclassified student may later be applied toward a degree, and only then at the discretion of the advisor and the dean of graduate programs.
4. To Qualify—Students whose undergraduate grade-point average is slightly below 2.5, but not less than 2.3. Students so admitted may, after completing a minimum of 12 semester hours of work with at least a GPA of 3.0, be considered for admission to a degree program. Upon admission to a program, six of the 12 semester hours of credit may be counted toward meeting degree requirements.
5. To a Non-degree Program—Students who wish to do a planned graduate program that leads to renewal or additional certification, but not to a degree. Prerequisites are a baccalaureate degree and a teaching certificate.
6. Visiting Students—Students who have been admitted to a graduate degree program in another institution. Such a student may enroll at Morehead State University by submitting a visiting student application upon which his or her graduate dean or registrar certifies that he or she is in good standing and has permission to enroll for graduate work at Morehead State University. A transcript of previous work is not needed.
7. Seniors at the University—Students who meet the academic requirements and who lack no more than six semester hours (three hours in summer) for completion of the requirements for the baccalaureate degree may apply for permission to enroll in graduate courses concurrently with the remaining undergraduate work. Application is made to the Dean of Graduate Programs. A senior taking graduate courses may not enroll for more than 15 hours (six hours in summer) of course work. If admitted, such a student registers as a senior. However, if for any reason requirements for the baccalaureate degree are not completed during the term, no further permission will be given to register for graduate courses until regular admission to graduate study has been granted.

Special Admission

There are two groups of students who must meet special admission requirements.

1. *International students*, when qualified for admission, are required to take the English Language Institute Test of the University of Michigan or the Test of English as a Foreign Language (TOEFL) given by the Educational Testing Service. They will be officially admitted and issued a Form 1-20A only after the Graduate Office has been notified that they have passed the English Test successfully and have submitted a statement certifying their ability to meet all financial obligations. The TOEFL examination is given regularly in most foreign countries. For further information regarding these tests, the applicant should contact the U.S. Consul in the country in which he or she resides. International Student Orientation is required of International Students (see GOVT 101 in undergraduate catalog).
2. *Graduates of non-accredited colleges* must meet the Morehead requirements for graduation before their applications for graduate study will be approved. If a student's undergraduate preparation is inadequate, this deficiency must be satisfied by taking designated courses that will not be counted as graduate credit. A minimum of 12 semester hours of credit for such work is required. This deficiency also may be satisfied by presenting an Aptitude Graduate Record Examination score of 1,500 or better.

Admission to Candidacy

A student is eligible for candidacy consideration for a master's degree when:

1. At least nine, but not more than 15 semester hours of credit, have been completed with a minimum grade-point average of 3.0 (on a 4.0 scale), and
2. A recommendation has been received in the Graduate Office from the advisor and department head.

Degree Requirements

The University requirements for all master's degrees are:

1. A minimum of 30 semester hours without a thesis, or 24 semester hours with an acceptable thesis.
2. A minimum of 15 semester hours of credit must be earned *after* admission to candidacy.
3. No credit earned by correspondence may be applied on the minimum requirements for the master's degree.
4. A minimum of 18 semester hours of graduate work must be completed in residence. Not more than nine hours of approved transferred work will be accepted toward the minimum requirements for the master's degree.
5. Fifty per cent of the *total* course work (minimum of 15 semester hours) must be earned in courses open only to graduate students (courses numbered 600 and above).
6. Fifty per cent of the total course work (minimum of 15 hours) must be earned in one field of study.
7. A minimum average of "B" is required on all work offered for the degree, and no credit is allowed for a mark below "C."
8. A minimum of 20 semester hours must be earned in regular, organized classes other than television, independent study (excluding thesis), special problems, or workshops.

For specific requirements of a particular program (which may go beyond the minimum), consult the section on the appropriate program.

Time Limitation

From the time a student begins work on a master's degree or planned Fifth-Year Program, he or she has 10 years in which to complete it. If a degree or program is not completed within the required time, suitable courses must be completed to replace those more than 10 years old.

Final Examination

The student must pass a final comprehensive examination—oral and/or written—in the field of study. This examination will include the defense of the student's thesis, if one is written.

Applying for the Degree

The student must file an application for the master's degree before his or her name will be placed on the list of graduates. This application should be made in the Graduate Office early in the term in which the student expects to receive the degree.

Student Course Load

The minimum full-time graduate load for a semester is nine semester hours; for each summer term, it is four semester hours. The maximum load is 15 hours for a semester and six hours for each summer term.

A graduate assistant may not exceed 12 semester hours credit during a regular semester or four semester hours during each summer term.

Students who are employed full time may not carry more than six hours of credit per semester.

A student who wishes to change his or her course load after registration by adding or dropping a course may do so only by completing an official drop/add form.

Course Identification

The credit level of a course; the lecture time, lab time, and credit given; and the terms in which it is normally offered are indicated by numbers. Note the following:

1. Numbers from 500 to 599 preceding a course title mean that it may be taken for graduate credit, while numbers from 600 to 699 preceding a title mean the course can be taken for graduate credit only.
2. Of the three numbers following a course title, the first indicates the hours of lecture, the second the hours of laboratory, and the third, the semester hours of credit. (3-0-3) equals three hours of lecture, no laboratory, three hours of credit.
3. The numbers I, II, and III following the course credit hour allowance indicate the term in which a course is normally offered—(I-fall; II-spring, III-summer).

Marking System

The faculty evaluates the work done by the graduate student on the following scale:

- A—Superior work
- B—Average
- C—Below average, but counts as graduate credit
- D—No credit allowed
- E—No credit allowed
- I—Work not completed by semester's end
- IP—Thesis, applied project, or other major research in progress

Changing Program

To change a program, the student must file an official change of program form in the Graduate Office. No change is effective until approved by the Graduate Dean.

Repeating a Course

A course in which a student has received a passing grade (C or better) cannot be repeated. A course in which a failing grade is received may be repeated, but both grades are used in computing the grade-point average.

Transfer Credit

A maximum of nine semester hours of graduate credit earned at another institution may be accepted toward meeting requirements for the graduate program provided:

1. the credit has been earned at an accredited graduate institution within ten years of the date on which the graduate program requirements are completed;
2. the work is acceptable as credit toward a comparable program at the institution from which transfer is sought;
3. the courses to be transferred carry a mark of "B" or better, and the student has maintained a GPA of at least 3.00 (on a 4.00 point scale) on all graduate work shown on the transcript; and
4. the courses are approved by the graduate dean and the head of the department in which the program is located. Approval may be based on the evaluation of an institution using these criteria: length of the instructional term, frequency and length of class sessions, availability of library services, course syllabus and/or statement of requirements, and faculty member's qualifications.

Thesis

Prior to beginning work on a thesis, the student should come to the Graduate Office for a copy of the official guidelines.

A minimum of two copies of the final draft of the thesis, signed by the student's committee, must be submitted to the Graduate Dean at least two weeks prior to the end of the term in which the student anticipates completing all degree requirements.

Once a student has registered for six hours of thesis/applied project, a \$15 continuation fee is assessed from that student each semester that he or she is not enrolled for any other course(s) until the thesis/applied project is completed.

Commencement

All students who have met degree requirements are expected to participate in the graduation exercises unless given prior permission to be absent. Forms for requesting permission to graduate in absentia are available in the Registrar's Office.

The Second Master's Degree

Students completing one master's degree may apply for admission to another degree program. To complete a second master's degree, a student must:

1. Meet admission and candidacy requirements.

2. Complete a minimum of 15 semester hours of Morehead State University residence credit in approved courses. (Additional courses may be necessary to meet the degree requirements.)

A student who enters the Master's degree program after completing the non-degree Fifth Year Program must:

1. Present satisfactory Graduate Record Examination scores,
2. be admitted to candidacy,
3. complete a minimum of 15 semester hours of Morehead State University residence credit. (In meeting specific degree requirements, a minimum of 18 semester hours will be required if only 12 semester hours of graduate work was done for the Fifth Year.)

Regional Campus Study

The University conducts an extensive regional-campus education program. Graduate instruction is offered at the Appalachian Graduate Consortium with Pikeville College, at regional centers in Ashland, Jackson, Maysville, and Prestonsburg, and at selected satellite locations. All courses carry resident credit, with the quality of instruction and expected student performance equal to that of on-campus study.

University Services

Library

The Camden-Carroll Library is the informational center of the University. The five-story tower increased the total size of the library to 92,000 square feet. The maximum volume capacity increased to 450,000 and the seating capacity expanded to 1,000. The library has an open stack policy so the student can select his or her own materials.

Some special library services are:

1. Computer information retrieval service (BRS)
2. Special collections—Kentucky and Appalachian Regional collections, rare books, university archives, and an educational museum
3. Media services—dial access, microtext, learning resources
4. Graphic arts
5. Inter-library loan
6. Exhibits
7. Library instruction
8. Typewriters and study carrels available to graduate students.

Computer Services

Morehead State University provides a variety of computing resources in support of instruction and research. The Prime 55011 computer is a time-sharing system capable of supporting 96 terminals. These terminals are strategically located throughout the campus. The Kentucky Educational Computer Network gives users access to an IBM 370 in Lexington and a DEC 1080 in Louisville. The computer center staff provides seminars to train users in the proper use of the equipment and software. The university instruction program utilizes the computing resources for instruction in data processing and computer sciences, drill and practice, problem solving, computer-assisted instruction, simulation, record keeping, and research. The computer center is open from 8 a.m. to 10 p.m. Monday through Friday and from 9 a.m. to 4 p.m. on Saturday.

Testing and Evaluation Center

The Testing and Evaluation Center, located in room 501-A of Ginger Hall, administers and disseminates information about the national testing programs. Information and registration materials on the Graduate Record Examinations (GRE), the National Teachers Examinations (NTE), the Graduate Management Admissions Test (GMAT), the Miller Analogies Test (MAT), and the Law School Admissions Test (LSAT), may be obtained by writing or calling the Testing and Evaluation Center.

Placement Services

Morehead State University maintains placement services for graduates and alumni. All candidates for a degree from Morehead State University are urged to utilize the services, which include permanent credential files, job vacancy listings, and on-campus interviews, as well as general information on various careers and employers.

Alumni Association

The Alumni Association is an organization composed of graduates and friends of the University and is designed to stimulate interest in the University and its welfare. Active membership in the Association is available to all graduates of the University and former students who have attended Morehead State University and make a minimum scholastic contribution. Associate membership is available to parents of students and friends of the University and is awarded following payment of annual dues. All members receive subscriptions to *Contact*.

Housing

Graduate students who desire to reside in University housing need to contact the Director of Housing for information and applications. All housing arrangements should be made well in advance of the term the student expects to begin graduate study. Only full-time students are permitted to live in a University residence.

The University maintains modern comfortable housing for both single and married students.

Fees

The current registration fee per academic semester for full-time Kentucky resident graduate students is \$391. For full-time graduate students who are not residents of Kentucky, the fee is \$1,132.

For part-time Kentucky residents, the rate is \$44 per semester hour of credit, while for those part-time graduate students who are not residents of Kentucky, it is \$126 per semester hour of credit.

Registration fees are determined by the Council on Higher Education in Kentucky and by the Morehead State University Board of Regents. All fees are subject to change periodically.

Assistantships

A number of graduate assistantships are available each year for qualified graduate students who have been admitted to a degree program. A graduate assistant must be a full-time student and register for 9 to 12 hours of graduate credit each semester. Twenty hours a week must be devoted to the duties of the assistantship. A stipend of \$2,500 is paid for the academic year. The recipient pays the regular Kentucky resident and incidental fees.

Applications for graduate assistantships are available in the Graduate Office, 201 Ginger Hall.

Financial Aid

Graduate students interested in obtaining financial aid other than graduate assistantships should contact the Director of Student Financial Aid.

Residency for Fee Assessment Purposes

The Council on Higher Education for the Commonwealth of Kentucky, in accordance with Section 164.020(3), of the Kentucky Revised Statutes, has adopted the policy by which residency for fee assessment purposes is defined and determined. The policy is applied to determine a student's eligibility for fees assessed Kentucky residents who enroll at any state-supported institution of higher learning in the Commonwealth of Kentucky. This determination is made at the initial time of enrollment.

Every student who is not a resident of Kentucky as defined by the policy enacted by The Council on Higher Education is required to pay non-resident registration and/or entrance fees.

Any student or prospective student in doubt concerning his residency status must bear the responsibility for securing a ruling by completing an Application for Student Residency Reclassification for Fee Assessment Purposes and returning it to the Non-Resident Fee Committee, c/o Director of Admissions, Morehead State University. The student who becomes eligible for a change in residence classification, whether from out-of-state or the reverse, has the responsibility of immediately informing the Office of Admissions of the circumstance in writing.

Procedure for Determination of Student Residency Status for Fee Assessment Purposes

(1) The decision whether a student is classified as a resident or non-resident student for fee assessment purposes will be made initially by the Director of Admissions in accordance with the policy adopted by the Council on Public Higher Education on April 2, 1975, entitled *Policy on Classification of Student for Fee Assessment Purposes at State Supported Institutions of Higher Education*. In cases where the Director of Admissions desires, he may seek counsel from the Admissions Committee. The student will be notified of the decision regarding his or her residency status by the Director of Admissions.

(2) If the student wishes to appeal the decision of the Director of Admissions and/or the Admission Committee, he or she may do so by completing the *Application for Student Residency Reclassification for Fee Assessment Purposes* and submitting this application through the Director of Admissions to the Non-Resident Fee Appeals Committee. Once the Appeals Committee has made a final decision regarding the residency status of the appealing student, the student shall be notified of this decision in writing by the Director of Admissions.

(3) If the applicant for a change in residence status is dissatisfied with the decision of the Appeals Committee, the applicant may request that his or her case be submitted by the Director of Admissions to the Executive Director of the Council on Public Higher Education for referral to the State Board of Review.

Students' Rights in Access to Records

This information is provided to notify all students of Morehead State University of the rights and restrictions regarding inspection and release of student records contained in the Family Educational and Privacy Act of 1974 (Public Law 93-380) as amended.

Definitions

1. "Eligible student" means a student who has attained 18 years of age or is attending an institution of postsecondary education.
2. "Institutions of postsecondary education" means an institution which provides education to students beyond the secondary school level; "Secondary school level" means the educational level (not beyond grade 12), at which secondary education is provided, as determined under state law.

I. Students' Rights to Inspection of Records and Review Thereof

1. Any student or former student of Morehead State University has the right to inspect and review any and all "official records, files, and data directly related to" the student. The terms "official records, files, and data" are defined as including, but not limited to:
 - A. Identifying data
 - C. Level of achievement (grades, standardized achievement test scores)
 - D. Attendance data
 - E. Scores on standardized intelligence, aptitude, and psychological tests
 - F. Interest inventory results
 - G. Family background information
 - H. Teacher or counselor ratings and observations
 - I. Verified reports of serious or recurrent behavior problems
 - J. Cumulative record folder
2. The institution is not required to make available to students confidential letters of recommendation placed in their files before January 1, 1975.
3. Students do not have the right of access to records maintained by the University's law enforcement officials.
4. Students do not have direct access to medical, psychiatric, or similar records which are used solely in connection with treatment purposes. Students are allowed the right to have a doctor or other qualified professional of their choice inspect their medical records.
5. Procedures have been established by the University for granting the required access to the records within a reasonable time, not to exceed 45 days from the date of the request.
6. The University shall provide students an opportunity for a hearing to challenge the content of their records to insure that the records are not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.
 - A. *Informal Proceedings:* Morehead State University may attempt to settle a dispute with the parent of a student or the eligible student regarding the content of the student's education records through informal meetings and discussions with the parent or eligible student.
 - B. *Formal Proceedings:* Upon the request of either party (the educational institution, the parent, or eligible student), the right to a hearing is required. If a student, parent, or educational institution requests a hearing, the Vice President for Student Affairs shall make the necessary arrangements. The hearing will be established according to the procedures delineated by the University.

II. Restrictions on the Release of Student Records

1. Morehead State University will not release records without written consent of the students except to:
 - A. Other local educational officials, including teachers of local educational agencies who have legitimate educational interest.
 - B. Officials of other schools or school systems in which the student intends to enroll, upon the condition that the student be notified of the transfer and receive a copy of the record desired, and have an opportunity to challenge the contents of the records.
 - C. Authorized representatives of the Comptroller General of the United States, the Secretary of Health, Education, and Welfare, or an administrative head of an education agency, in connection with an auditor evaluation of federally supported programs; or
 - D. parents of dependent students.
2. Morehead State University will not furnish personal school records to anyone other than the described above unless:
 - A. Written consent of the student is secured, specifying the records to be released, the reasons for the release, identifying the recipient of the records, and furnishing copies of the materials to be released to the student; or
 - B. The information is furnished in compliance with a judicial order or pursuant to a subpoena, upon condition that the student is notified of all such orders or subpoenas in advance of compliance therewith.

III. Provisions for Students Requesting Access to Records

1. The student or former student must file a certified and official request in writing to the Registrar of the University for each review.

IV. Provisions for Authorized Personnel Requesting Access to Records

1. Authorized personnel must provide positive identification and indicate reasons for each request for examination.
2. Authorized personnel who have legitimate educational interests may review students' records, showing cause.
3. Other persons must have specific approval in writing from the student for release of information. This approval must specify the limits (if any) of the request.

Academic Grievance Procedure

The student complaint procedure for resolving an academic grievance is outlined below in four steps:

Step 1

It is recommended the student discuss the complaint with the person involved. If the complaint involves a grade, the student must take the complaint to the faculty members within the first two weeks of the beginning of the following semester. If the student is not enrolled the subsequent semester, a letter of inquiry should be mailed, within the first two weeks of the beginning of the following semester, to the instructor and the instructor's department head. Upon receipt of the letter that he or she will have 30 days to file a formal complaint.

Step 2

If the question is not resolved at the instructor level, or if the student feels it is not practical to contact the instructor, the student may present the question to the head of the department to which the instructor is assigned. Prior to any action by the department head, the student will be required to complete a *Student Grievance Form*. The form is available in the Office of the Vice President for Academic Affairs and should be completed and returned to the head of the department involved. Upon receipt of the *Student Grievance Form*, the department head will request from the instructor a response in writing, addressing the questions raised by the student. Within one week after the written grievance is filed in the department head's office, a meeting will be arranged. The instructor, the student filing the grievance, the department head, and the dean of the responsible school will be in attendance. The student may have his advisor present. It will be the purpose of the department head and the respective school dean to review the grievance and attempt to mediate a settlement. The department head's and the school dean's recommended solution is to be considered by both the faculty member and the student as a recommendation and not as a decision that is binding. Records of this meeting, including recommendations by the department head and school dean, will be sent to the Vice President for Academic Affairs and to all parties concerned.

Step 3

If the recommendations presented by the department head and the school dean are not acceptable to the student, he or she may appeal to the *University Student Grievance Committee* or the *Graduate Council* if a graduate student. The student must petition a hearing before the Grievance Committee or Graduate Council within one week following the meeting with the school dean and the department head. Requests are to be in writing and made to the Vice President for Academic Affairs. If the procedure has been followed, the Vice President will submit to the chairman of the Grievance Committee records of all action to date. Within two weeks following the application of appeal, the Grievance Committee will meet and review data and previous recommendations. The committee may request additional information and/or the parties involved to appear before the Committee. The Committee's decision will be sent to the Vice President for Academic Affairs, with a copy being sent as a matter of record to the student, faculty member, department head, and the faculty member's school dean. The Vice President for Academic Affairs is responsible for enforcing the committee's decision. The University Student Academic Grievance Committee's decision is final.

Step 4

It is understood that anyone may appeal to the President of the University when due process has been violated or when individual rights are disregarded.

School of Applied Sciences and Technology

Departments

Agriculture
Home Economics
Industrial Education

Degree

Master of Science in Vocational Education

Non-Degree Programs

Certification Program for Administration,
Supervision, and Coordination of
Vocational Education
Rank I Program
Vocational Education

Master of Science in Vocational Education

A Master's Degree in Vocational Education offers emphases in agriculture, home economics, and industrial education. A minimum of 12 semester hours is required by all students in the core curriculum. Additional requirements are in the technical field or approved electives.

These programs are designed primarily for persons who have completed undergraduate programs in vocational agriculture, home economics, and industrial education.

Requirements for Admission

1. Satisfy University degree requirements.
2. Minimum standing of 3.0 in courses in major field. Students who meet all entrance requirements except the 3.0 standing in the major field may be admitted conditionally.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy University degree requirements.
2. Completion of the following courses:

	Sem. Hrs.
Required Courses in Vocational Education	12
VOC 630—Evaluation Techniques	3
VOC 660—Trends and Issues in Vocational Education	3
VOC 685—Principles and Philosophy of Vocational Education	3
VOC 698—Career and Vocational Guidance	3
Approved Technical Electives	9
Students must take courses from one of the following technical areas: agriculture, home economics, or industrial education.	
Approved Electives	9

Students interested in completing the requirements for a standard certificate may elect to take nine hours of required course work for certification in the School of Education.

Students who are working toward renewing a provisional certificate for continuous service may take nine hours of course work approved by their graduate committee.

3. Students may elect Thesis 699 for six semester hours of credit.

Certification Program for Administration, Supervision, and Coordination of Vocational Education (Non-Degree)

Requirements for Admission

1. Satisfy university degree requirements
2. Bachelor's degree
3. Five or ten-year teaching certificate for any one of the areas of vocational education authorized in the Kentucky State Plan for Vocational Education
4. Two years of teaching experience in vocational education

Requirements for the Program

1. The program must be planned with the student's advisor.
2. 15 semester hours* from the following four areas with a minimum of 3 hours from each area:
 - A. Organization and administration of vocational education
 - B. Administration and supervision of education personnel

**These hours may be completed as part of the program leading to the Master of Science in Vocational Education degree.*

- C. Program planning, research, and evaluation in vocational education
 D. Vocational guidance; industrial psychology; human relations

Rank I Program (Non-Degree)

Requirements for Admission

1. Must hold a master's degree from an accredited college or university, or have completed a Fifth-Year Program.
2. Must hold a valid teaching certificate.

Requirements for the Program

1. The program must be planned with the student's advisor.
2. A minimum of 60 graduate hours including the master's degree, or the Fifth-Year plus 30 hours.
3. A grade-point average of "B" or better in all work offered for the program. No credit is accepted on grades lower than "C"
4. A minimum of 30 semester hours (of the total 60 hours) in courses open only to graduate students.
5. Up to nine semester hours (of the last 30) may be earned at another accredited institution.

*Rank I Program for Secondary
Teachers Including the Master's Degree
Option—Vocational Education
(Departments: Agriculture, Business, Home
Economics, Industrial Education)*

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

	Sem. Hrs.
I. Studies dealing with research	6-8
II. Studies dealing with the foundation of education and the nature and psychology of the learner	9-12
III. Studies dealing with the programs of the school	8-12
IV. Specialized areas and supporting courses	30-36
V. Approved Electives	0-8
	Minimum total 60

(The program must be planned with the student's advisor on check sheets available in his or her department.)

Course Offerings

NOTE: (3-0-3) following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, and III following the credit hour allowance indicate the term in which the course is normally scheduled: I-fall; II-spring; III-summer.

AGRICULTURE

AGR 505. Farm Business Analysis. (2-2-3); on demand. Prerequisite: consent of instructor. A basic course in the applicability of farm records to the efficiency analysis of whole farms and of specific enterprises. Actual university farm enterprises will be used to provide the data source for laboratory work.

AGR 512. Conservation Workshop. (2-2-3); on demand. Prerequisite: consent of instructor. Development of the conservation movement with broad treatment of the basic natural resources including land, water, air, minerals, forests, and wildlife.

AGR 515. Animal Nutrition. (2-2-3); II. Prerequisite: AGR 316. Chemistry, metabolism, and physiological functions of nutrients, digestibility, nutritional balances, and measures of food energy.

AGR 580. Methods in Teaching Vocational Agriculture. (4-0-4); II. The principles of methods applied to teaching vocational agriculture to high school students. Course organization, farming programs, and Future Farmers of America activities.

AGR 582. Adult and Young Farmer Education. (3-0-3); II. The principles and techniques needed in organizing and program planning in post high school vocational agriculture and conducting young farmer and adult farmer classes.

AGR 584. Teaching Vocational Agriculture. (8-0-8); II. Supervised teaching in centers selected by the state agriculture education staff and members of the teaching staff. Teacher experiences with in-school and out-of-school groups.

AGR 586. Planning Programs in Vocational Agriculture. (3-0-3); II. Organization and analysis of the program of vocational agriculture. Departmental program of activities, summer programs, advisory committees, and Future Farmers of America activities.

AGR 588. Curriculum Development and Content Selections. (3-0-3); III. Each student prepares the content for a four-year program in vocational agriculture.

AGR 592. Supervision in Agriculture. (3-0-3); I, II. The principles and techniques needed in individual group supervision of vocational agricultural programs.

AGR 670. Directed Research. (1 to 6 hrs.); I, II, III. Prerequisite: One basic course or equivalent in research methodology. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. A self-directed independent study on a special problem.

AGR 671. Seminar. (1-0-1); on demand.

AGR 675. Analysis of Research. (2-0-2); on demand.

AGR 676. Directed Study. (1 to 6 hrs.); I, II, III. Prerequisite: degree in agriculture. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department.

AGR 699. Thesis. (Six hours); I, II, III. Independent research and thesis writing.

HOME ECONOMICS

HEC 531. Nutrition Education. (3-0-3); on demand. The study of the application of basic principles of education applied to the teaching of nutrition. Lecture.

HEC 536. Advanced Nutrition. (3-0-3); on demand. Prerequisite: HEC 329 or consent of instructor. In-depth study of the nutrients in relation to normal nutrition; review of classical and current literature; practical application of findings.

HEC 538. Experimental Foods. (1-4-3); on demand. Prerequisite: HEC 130 or consent of instructor. Experimental methods applied to food research through individual and class investigation; review and evaluation of published research.

HEC 541. Tailoring. (1-4-3); I. Prerequisite: HEC 241 or consent of instructor. Fitting and tailoring techniques in the construction of a tailored garment based upon individual problems. Required construction of a suit or coat.

HEC 542. Social-Psychological Aspects of Clothing and Textiles. (3-0-3); II. Taught alternate years. Prerequisite: Six hours in clothing and textiles. Social, psychological, and economic factors in the selection and use of clothing.

HEC 543. Advanced Textile Testing. (1-4-3); on demand. Prerequisite: HEC 240. Advanced study of textile fibers and fabrics with emphasis on trends in wear and end-use testing.

HEC 544. Dyes and Finishes. (2-2-3); on demand. Prerequisite: HEC 340. Types of dyes and finishes used currently on fibers and fabrics as they affect wear, care, and storage.

HEC 545. Clothing Design in Draping. (0-6-3); II. Taught alternate years. Prerequisite: HEC 241. Original garments created by draping on the dress form. Dress form will be constructed in the course.

HEC 555. The Child and the Family. (3-0-3); I. On demand. Environmental factors favoring family life and family interaction; stages of family life and the changing role of members.

HEC 557. Interior Decoration Projects. (1-4-3); on demand. A lecture-laboratory class with emphasis on projects for the home that can be utilized in vocational, occupational, and adult classes, or in the home.

HEC 573. Curriculum Development in Home Economics. (3-0-3); I. Prerequisite: HEC 470. New developments in the secondary and post-secondary programs; consideration of the consumer and home-making curriculum and wage-earning home economics program; a critical survey of resources; development of units and lesson plans.

HEC 590. Creative Foods (1-4-3); I, II. The study and preparation of gourmet foods. Emphasis on foods from different cultural backgrounds and geographical regions. Arranged laboratories.

HEC 592. Foods for Special Occasions. (1-4-3); II. Prerequisite: permission of instructor and/or one food preparation course. A lecture-laboratory class with emphasis on planning, preparing, and serving foods for special occasions, including special diets, meal service, special equipment, and various budget levels. Arranged laboratories.

HEC 642. Textiles and Clothing Workshop. (1 to 6 hrs.); III. Prerequisite: degree in home economics. Current problems, trends in teaching, and research in clothing and textiles. Discussion, demonstrations, and projects planned to meet needs of students.

HEC 670. Directed Research. (1 to 6 hrs.); I, II, III. Prerequisite: degree in home economics. One basic course or equivalent in research methodology. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. Research in a phase of home economics of special interest to the student.

HEC 672. Home Economics Education Workshop. (1 to 3 hrs.); on demand. Prerequisite: degree in home economics. A study in the opportunities provided by legislation for secondary schools; recent developments in vocational programs in Kentucky; study of available teaching guides; pertinent developments in phases of home economics chosen for emphasis.

HEC 674. Supervision of Home Economics. (3-0-3); on demand. Prerequisite: degree in home economics. The nature, function, and techniques of supervision of home economics in high school and adult programs.

HEC 675. Current Problems in Home Economics Education. (3-0-3); on demand. Prerequisite: degree in home economics or consent of instructor. A study of change as it relates to home economics education. Relevant topics chosen for library research and class discussion.

HEC 676. Directed Study. (1 to 6 hrs.); I, II, III. Prerequisite: degree in home economics. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. Original research of a technical or professional nature supported by adequate library reference work.

HEC 699. Thesis. (6 hrs.); I, II, III. Independent research and thesis writing.

INDUSTRIAL EDUCATION

IET 520. Industrial Arts for the Elementary Teacher. (3-0-3); on demand. Prerequisite: formal admission to the teacher education program. Designed to develop professional and technical competences of preservice and in-service elementary school teachers.

IET 560. Foundations of Industrial Education. (3-0-3); on demand. Prerequisite: upper division standing in industrial education. Study of the philosophical positions underlying the development of industrial education; leaders, their influence and contributions; contemporary theories affecting the current programs of industrial education.

IET 588. Machine Shop III. (1-4-3); on demand. Prerequisite: IET 388. Advanced tool and machining theory, with emphasis on production machining and progressive tooling design for numerical control applications.

IET 590. Supervised internship (industry or administration). (1 to 6 hrs.); I, II. (A) To provide work experience in an occupational area. Student works under supervision in an approved position. Advanced credit commensurate with time worked, type of work, variety of work experience, and research paper. (B) A person may choose to do the internship in administration, in

which case he or she would be assigned to work in a secondary, post-secondary or higher education instruction or for the State Bureau of Vocational Education in an administrative capacity approved by the advisor. In each case, conditions will be agreed upon by employer, student, and graduate advisor prior to registration.

IET 670. Directed Research. (1 to 6 hrs.); I, II, III. Prerequisite: consent of instructor. One basic course or equivalent in research methodology. The student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. A self-directed independent study on a professional problem in industrial education.

IET 676. Directed Study. (1 to 6 hrs.); I, II, III. Prerequisite: the student must submit a proposal or plan describing the nature of the undertaking for approval in advance of starting the work and submit a final report. A copy of the final work will be kept on file in the department. Provides the creative and resourceful graduate student with the opportunity to pursue a technical problem with a laboratory orientation.

IET 699. Thesis. (6 hrs.); I, II, III. Independent research and thesis writing.

VOCATIONAL EDUCATION

VOC 630. Evaluation Techniques. (3-0-3); on demand. The use and development of a framework of measurement and evaluation in vocational education. Includes validity and reliability of measuring instruments, objectives, and programs, interpretation of material, statistical analysis, and research.

VOC 640. Administration and Supervision of Vocational Education. (3-0-3); on demand. Problems to be considered will include: program planning and development; state and federal legislation; planning vocational education shops and laboratories; selecting and purchasing equipment and supplies; organizing and administering the vocational program; and school and community relations.

VOC 650. Organization and Administration of Vocational Education (3-0-3); on demand. Theory of administration and formal organization, organization and administration of vocational education on the local, state, and national level.

VOC 660. Trends and issues in Vocational Education. (3-0-3); on demand. The identification and study of problems and issues in vocational education.

VOC 685. Principles and Philosophy of Vocational Education. (3-0-3); on demand. Background, development, objectives, principles, philosophy, status, and trends of vocational education; organization and administration of vocational education at all levels.

VOC 698. Career and Vocational Guidance. (3-0-3); on demand. Study of the importance of work; use and selection of tests to assist in the vocational choice; methods and techniques which will promote career planning and vocational development in students.

School of Business and Economics

Departments

Accounting and Economics
Information Sciences
Management and Marketing

Degrees

Master of Business Administration
Master of Business Education

Non-Degree Program

Rank I Program
Vocational Education

Master of Business Administration

The MBA degree program is designed for persons who have completed undergraduate programs in any area. Persons with undergraduate degrees in business may complete the program with a minimum of 30 semester hours. Others without the undergraduate business core may complete the program with a maximum of 45 graduate hours.

Requirements of Admission

1. General admission to graduate study.
2. The Graduate Management Admissions Test. Admission is determined by performance on the GMAT and undergraduate GPA.
3. International students must take the test of English as a Foreign Language (TOEFL). A score of 525 on this test is required for program admission; those who score below 525 will not be admitted to the program. Students scoring between 525 and 550 are required to complete English 101.
4. Completion of the following basic core of undergraduate courses with a minimum of 3.0 on a 4.0 scale.

	Sem. Hrs.
ACCT 281—Principles of Accounting I	3
ACCT 282—Principles of Accounting II	3
ECON 201—Principles of Economics I	3
ECON 202—Principles of Economics II	3
MNGT 301—Principles of Management	3
MKT 304—Marketing	3
FIN 360—Business Finance	3
MATH 160—Mathematics for Business and Economics	3
MATH 354—Business Statistics	3

Applicants who have not completed the undergraduate core may be admitted with the condition that the prerequisite deficiencies be removed after entering the program. Deficiencies may be satisfied by taking survey courses offered in each area of study. The survey courses are:

ACCT 500—Survey of Accounting	3
MNGT 500—Survey of Management and Marketing	3
FIN 501—Survey of Finance	3
MNGT 502—Survey of Quantitative Analysis	3
ECON 504—Survey of Economics	3

(ACCT 500, MNGT 500, and ECON 504 each satisfy the equivalent of 6 hours of undergraduate prerequisite courses.)

Admission to Candidacy

1. See University requirements.
2. Meet any conditions that may have been stated at the time of original admission to the MBA program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of the following courses:

	Sem. Hrs.
ACCT 611—Accounting Analysis for Decision Making	3
MNGT 612—Advanced Management	3
MNGT 619—Business Policy and Procedure	3
MNGT 620—Quantitative Business Analysis	3
MKT 650—Marketing Administration	3
FIN 660—Financial Management	3
ECON 661—Managerial Economics	3
Approved electives	9

3. Successful completion of a final, comprehensive MBA examination.

Master of Business Education

The MBE degree program is designed for persons who have completed undergraduate degrees in accounting, business administration, or business education. Students who have earned a provisional secondary teacher's certificate may also qualify for the standard teacher's certificate while earning the MBE degree.

Requirements for Admission

1. General admission to graduate study.
2. Minimum G.P.A. of 3.0 in all business courses above the freshman level.

Admission to Candidacy

1. See University requirements.
2. Satisfactory completion of the Graduate Record Exam.

Requirements for the Degree

1. Satisfy University degree requirements.
2. Completion of the following courses:

Core courses:	Sem. Hrs.
BSED 600—Foundations of Business Education	3
BSED 601—Administration of Business Education	3
BSED 640—Research in Business Education	3
	9
Standard Certification Requirements:*	
EDUC 610—Advanced Human Growth and Development	3
EDSE 634—Secondary School Curriculum	3
EDEL 680—History and Philosophy of Education	
OR	
EDSE 683—The American Secondary School	3
	9

Area of Emphasis (select one)

A. Teaching Improvement	
BSED 621—Improvement of Instruction in Skill Subjects	
AND/OR	
BSED 623—Improvement of Instruction in Accounting and Basic Business	3
Approved Electives	6-9
	12
B. Research	
BSED 699—Thesis	6
OR	
Approved Electives	6
	12
	30

*Kentucky teachers only. Other courses may be selected for out-of-state students.

Rank I Program (Non-Degree)

Morehead State University offers programs of study beyond the master's degree for teachers, supervisors, guidance counselors, principals, and superintendents, which may qualify them for additional certification and/or for Rank I on the Kentucky salary schedule.

A Rank I Program for teachers is planned for 60 graduate hours, including the master's degree.

Requirements for Admission

1. Must hold a master's degree from an accredited college or university, or have completed a Fifth-Year Program.
2. Must hold a valid teaching certificate.

Requirements for the Program

1. The program must be planned with the student's advisor.
2. A minimum of 60 graduate hours including the master's degree, or the Fifth-Year plus 30 hours.
3. A grade-point average of "B" or better in all work offered for the program. No credit is accepted on grades lower than "C."
4. A minimum of 30 semester hours (of the total 60 hours) in courses open only to graduate students.
5. Up to nine semester hours (of the last 30) may be earned at another accredited institution.
6. Credit in the restricted courses, open only to those students admitted to the administrative programs, must be obtained at Morehead State University.

NOTE: During the term in which the program is to be completed, the student should request from the Graduate Office that the State Department of Educa-

tion and/or the local superintendent be notified that the Rank I program has been completed. Applications for Kentucky certificates must be filed on official forms.

Rank I Program for Secondary Teachers Including the Master's Degree Option—Vocational Education (Departments: Agriculture, Business, Home Economics, Industrial Education)

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

	Sem. Hrs.
I. Studies dealing with research	6-8
II. Studies dealing with the foundation of education and the nature and psychology of the learner	9-12
III. Studies dealing with the programs of the school	8-12
IV. Specialized areas and supporting courses	30-36
V. Approved Electives	0-8
Minimum total	60

(The program must be planned with the student's advisor on check sheets available in his or her department.)

Course Offerings

NOTE: (3-0-3) following course title mean 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, III following the credit hours allowance indicate the term in which the course is normally scheduled: I-fall; II-spring; III-summer.

ACCOUNTING

ACCT 500. Survey of Accounting. (3-0-3); II. Prerequisite: graduate standing. An introduction to the concepts and principles involved in the preparation of financial reports for internal and external users; the analysis and interpretation of accounting data and its use in management planning and control.

ACCT 506. Theory of Accounts. (3-0-3); on demand. Prerequisite: ACCT 385. Study of development of accounting theory. Application of theory to income measurement, asset valuation, and equities; review of literature of the field, and FASB, CASB, SEC, AICPA, and AAA pronouncements affecting theory.

ACCT 528. Governmental Accounting. (3-0-3); II. Prerequisite: ACCT 281 and 282 or ACCT 500 or permission of instructor. Study of fund accounting techniques for governmental units. Topics include government accounting terminology and budgeting processes; operations of general revenue and expenses; capital project; debt service; trust; intra-government; special assessment; enterprise funds analysis of fixed assets and liabilities; and basics of hospital and public school fund accounting problems.

ACCT 575. Controllorship. (3-0-3); on demand. Prerequisite: ACCT 281 and 282 or ACCT 500 or permission of instructor. Emphasis is placed on the appreciation of the function of the controller in a contemporary business organization. Areas covered include: planning for control, reporting, and interpreting operation results, evaluating new programs, appraisal of programs, and the protection assets.

ACCT 584. C.P.A. Problems. (3-0-3); on demand. Prerequisite: 20 hours of accounting. Application of generally accepted accounting principles to representative problems from CPA examinations. Covers four sections of examination (Practice, Theory, Auditing, and Business Law) with emphasis on problems and theory.

ACCT 587. Advanced Tax Accounting. (3-0-3); II. Prerequisite: ACCT 387. Federal income tax report preparation with emphasis on partnership and corporate returns; estate and trust taxation; gift tax; special problems in preparation of tax returns; tax research.

ACCT 590. Cost Accounting II. (3-0-3); II. Prerequisite: ACCT 390. Cost analysis for planning, evaluation, and control. Standard costs; direct costing, budgets, cost and profit analysis; alternate choice decisions; linear programming; capital budgeting.

ACCT 599. Selected Workshop Topics. (1 to 4 hrs.); on demand. Workshops in various accounting subjects will be presented periodically, based on need. Usually experimental and/or innovative, these workshops are designed to supplement the basic course offerings in accounting. Individual credit toward degree programs must be approved by the student's advisor.

ACCT 611. Accounting Analysis for Decision Making. (3-0-3); II. Prerequisite: 6 hrs. of accounting or ACCT 500. Development of accounting information for use in the processes of managerial decision making. Topics include: cost-volume-profit analysis; alternative choice analysis; EOQ analysis; linear investment evaluation.

ACCT 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisites: Graduate standing with minor equivalent in accounting. Provides an opportunity and challenge for directed study of accounting problems. Student must present a written statement prior to registration of an approved research problem.

BUSINESS EDUCATION

BSED 600. Foundations of Business Education. (3-0-3); III. Basic and historical factors, professional aspects, issues, trends, and principles of business education and distributive education.

BSED 601. Administration of Business Education. (3-0-3); III. Problems and responsibilities of the departmental administrator or supervisor in the areas of curriculum, instrumental practices, and research.

BSED 621. Improvement of Instruction in Skill Subjects. (3-0-3); I, III. Learning theory, current research, methodology, techniques, utilization of research finding, and testing and evaluation in skill subjects.

BSED 623. Improvement of Instruction in Accounting and Basic Business. (3-0-3); II, III. Learning theory, current research, utilization of research finding methodology, techniques, and testing and evaluation in accounting and basic business subjects.

BSED 630. Business Communications Management. (3-0-3); on demand. Designed to give the graduate student in-depth study in communication theory and practical application.

BSED 640. Introduction to Research. (3-0-3); I, III. Research design and applications in business education. Significant research reviewed.

BSED 676. Directed Study. (0-0-3); I, II, III. Prerequisite: BSED 640 or equivalent. Research in business education. Designed for candidates selecting the non-thesis option of the Master of Business Education degree.

BSED 698. Advanced Supervised Field Experience. (0-0-1 to 0-0-6); I, II, III. Designed to give the student actual work experiences in business and industry. Number of credit hours dependent upon number of hours worked during the semester.

BSED 699. Thesis. (0-0-6); I, II, III. Independent research and thesis writing.

DATA PROCESSING

DATA 515. Data Processing Field Project. (3-0-3); II. Prerequisite: DATA 215 or 216. Experience in an actual data processing situation outside the classroom; students assigned in University's data processing center or other approved computer facility.

DATA 516. Educational Data Processing. (3-0-3); III. Basic concepts pertaining to unit-record equipment and computers. Applications in education, research, and administration. Designed primarily for students without previous data processing instruction.

DATA 526. Data Base Management Systems. (3-0-3); II, III. Prerequisite: DATA 320. Data base structures, creation, modification, processing, and physical representation.

DATA 599. Selected Workshop Topics. (1 to 4 hrs.); on demand. Workshops in various data processing subjects will be presented periodically, based on need. Usually experimental and/or innovative, these workshops are designed to supplement the basic course offerings in data processing. Individual credit toward degree programs must be approved by the student's advisor.

DATA 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: Graduate standing with minor equivalent in data processing. Provides an opportunity and challenge for directed study of data processing problems. Students must present a written statement prior to registration of an approved research problem.

ECONOMICS

ECON 500. Mathematical Economics. (3-0-3); II. Prerequisite: ECON 201 and 202 or ECON 504; also MATH 160 and 354. Application of mathematical and statistical techniques to theory of the firm, market, and national income models.

ECON 501. Environmental Economics. (3-0-3); II. Prerequisite: ECON 201 and 202 or consent of the instructor. Analysis of the economic reasons contributing to environmental degradation and exploration of alternative economic policies.

ECON 503. Urban and Regional Economics. (3-0-3); on demand. Prerequisite: ECON 201 and 202 or ECON 504 or consent of the instructor. Analysis of location patterns, land use, urban and regional structure and growth, and development strategies. Emphasis is placed on contemporary problems and possible solutions.

ECON 504. Survey of Economic Theory. (3-0-3); I. Prerequisite: graduate standing. A survey of economic analysis including both the theory of the firm and national income determination.

ECON 510. History of Economic Thought. (3-0-3); on demand. Prerequisites: ECON 201 and 202 or ECON 504 or consent of the instructor. The origin and development of economic theories from the Mercantilist through modern times.

ECON 541. Public Finance. (3-0-3); on demand. Prerequisite: ECON 201 and 202 or ECON 504 or consent of the instructor. Public expenditures; public revenue, taxation; public credit; financial administration of government.

ECON 545. Industrial Organization & Public Policy. (3-0-3); on demand. Prerequisite: ECON 201 and 202 or ECON 504 or consent of the instructor. Forms of business combination; the problem of business concentration and monopoly; the role of the regulatory agency; antitrust legislation and interpretation.

ECON 547. International Economics. (3-0-3); on demand. Prerequisite: ECON 201 and 202 or ECON 504 or consent of the instructor. International trade theory, international monetary relationships, and the balance of payments. Emphasis is placed on contemporary problems and possible solutions.

ECON 551. Macroeconomic Theory. (3-0-3); I. Prerequisite: ECON 201 and 202 or ECON 504 or consent of the instructor. National income accounting; macroeconomic theories of output determination, employment, inflation, and growth; monetary and fiscal policies to control aggregate economic activity.

ECON 555. Economic Development and Growth. (3-0-3); on demand. Prerequisite: ECON 201 and 202 or ECON 504 or consent of the instructor. Classical and modern theories of growth and development and their application in both advanced and underdeveloped nations.

ECON 590. Economic Education for Teachers. (3-0-3); on demand. Fundamental economic concepts and their application and integration in education.

ECON 599. Selected Workshop Topics. (1 to 4 hrs.); on demand. Workshops in various economic subjects will be presented periodically, based on need. Usually experimental and/or innovative, these workshops are designed to supplement the basic course offerings in economics. Individual credit toward degree programs must be approved by the student's advisor.

ECON 661. Managerial Economics. (3-0-3); I, II. Prerequisites: ECON 201 and 202 or ECON 504 and MNGT 502 or equivalent. Applications of economic theory to management decisions; demand analysis; cost determination; pricing; capital budgeting.

ECON 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: Graduate standing with minor equivalent in economics. Provides an opportunity and challenge for directed study of economic problems. Student must present a written statement prior to registration of an approved research problem.

FINANCE

FIN 501. Survey of Finance. (3-0-3); on demand. Prerequisite: graduate standing or consent of the instructor. A general course in the financial concepts of the business firm.

FIN 560. Financial Markets. (3-0-3); I. Prerequisite: ECON 201 and 202 or ECON 504 or consent of the instructor. Institutional and business factors that influence demand and supply of funds, effect on price movements, detailed analysis of money, and capital markets.

FIN 599. Selected Workshop Topics. (1 to 4 hrs.); on demand. Workshops in various finance subjects will be presented periodically, based on need. Usually experimental and/or innovative, these workshops are designed to supplement the basic course offerings in finance. Individual credit toward degree programs must be approved by the student's advisor.

FIN 660. Financial Management. (3-0-3); I. Prerequisite: FIN 360 or FIN 501. This course considers an analysis of the problems and policies related to the allocation, acquisition, and control of funds within the individual firm. Topics covered are management of current assets and fixed assets, capital budgeting, sources of funds, financial forecasting and statement analysis, refinancing, financial growths and development, business failure, and government regulation. Cases are used to demonstrate financial theory and to develop analytical ability.

FIN 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: Graduate standing with minor equivalent in finance. Provides an opportunity and challenge for directed study of finance problems. Student must present a written statement prior to registration of an approved research problem.

MANAGEMENT

MNGT 500. Survey of Management and Marketing. (3-0-3); II. Prerequisite: graduate standing or consent of instructor. This course includes the fundamental concepts of the processes and organizational behavior in management and an overview of the marketing functions in the modern organization.

MNGT 502. Survey of Quantitative Analysis for Business. (3-0-3); I. Prerequisite: graduate standing (assumes basic knowledge of algebra). Designed to

supply students with an adequate quantitative background for the MBA core courses, especially MNGT 620 and ECON 661; includes introduction to business statistics.

MNGT 506. Operations Management. (3-0-3); on demand. **Prerequisite:** MNGT 306, MATH 160 and 354, or consent of the instructor. Managerial organization for production, plant design, and layout, control of production, investment in production equipment.

MNGT 511. Industrial Relations. (3-0-3); on demand. **Prerequisites:** MNGT 311 and graduate standing or consent of the instructor. Deals with human resource utilization; prepares managers for developing strategies for solving organizational personnel problems.

MNGT 555. Social Responsibility of Business. (3-0-3); on demand. **Prerequisite:** consent of instructor. This course will deal with controversial areas such as the military industrial complex, urban problems, minorities, and air pollution. Discussions will also cover alienation and job dissatisfaction, business and less advantaged persons, and arguments for and against business assuming social responsibilities. Each graduate student will be required to be involved with cases that are related to one of the topics covered.

MNGT 556. Small Business Institute Field Project. (1-4-3); I, II. **Prerequisite:** senior undergraduate or graduate standing and permission of instructor. Student serves as a member of a consulting team to a small business. Responsibility is to analyze the business operation and make recommendations for improvement of identified problem area.

MNGT 561. Business Law II. (3-0-3); on demand. **Prerequisite:** MNGT 461. An extension of the coverage of MNGT 461 to the application of legal procedure in the affairs of the business organization. Coverage includes commercial paper, bailments, sales, secured transactions, suretyship and guarantee, partnerships, corporations, bankruptcy, and government and business.

MNGT 565. Human Relations in Business Management. (3-0-3) **Prerequisite:** senior standing or consent of instructor. A study of human interpersonal behavior to understand, evaluate, and appraise business and social situations. The emphasis is on skill and ability to work with people, groups, and institutions by demonstrations in the classrooms and use of theory and techniques.

MNGT 599. Selected Workshop Topics. (1 to 4 hrs.); on demand. Workshops in various management subjects will be presented periodically, based on need. Usually experimental and/or innovative, these workshops are designed to supplement the basic course offerings in management. Individual credit toward degree programs must be approved by the student's advisor.

MNGT 612. Advanced Management. (3-0-3); I. **Prerequisite:** MNGT 301, MKT 304 or MNGT 500, or the consent of the instructor. An analysis of the development of management theory as found in the major schools of thought

and of current literature. Executive characteristics, inter-disciplinary contributions to management thought, and influences that have molded management as a profession will be covered in this course.

MNGT 619. Business Policy and Strategy. (3-0-3); I, II. **Prerequisite:** completion of or concurrent enrollment in ACCT 611, MNGT 612, MNGT 620, MKT 650, FIN 660, ECON 661, or permission of the instructor. Designed for later stages of MBA degree completion, course gives the student an opportunity to integrate and apply specialized disciplinary skills to practical business problems of company-wide scope. The course utilizes comprehensive case materials and emphasizes the "sorting out" of a mass of facts, development of sound courses of action, presentation of these in written and oral form, and class discussion.

MNGT 620. Quantitative Business Analysis. (3-0-3); I, II. **Prerequisite:** MATH 160 and 354 or MNGT 502. Designed to give business students an understanding of quantitative methods and models used in solving many problems in business and industry. The student will have an exposure to the language of mathematics and quantitative methods used as a basis for better communication with operation researchers and systems analysis.

MNGT 670. Directed Research. (1 to 3 hrs.); I, II, III. **Prerequisite:** Graduate standing with minor equivalent in management. Provides an opportunity and challenge for directed study of management problems. Student must present a written statement prior to registration of an approved research problem.

MARKETING

MKT 552. Marketing Research and Analysis. (3-0-3); I. **Prerequisite:** MKT 304 and MATH 354. Study of use of research to minimize error in decision analysis; individual studies made by students in all areas of marketing, including advertising, packaging, and merchandising.

MKT 599. Selected Workshop Topics. (1 to 4 hrs.); on demand. Workshops in various marketing subjects will be presented periodically, based on need. Usually experimental and/or innovative, these workshops are designed to supplement the basic course offerings in marketing. Individual credit toward degree programs must be approved by the student's advisor.

MKT 650. Marketing Administration. (3-0-3); I. **Prerequisite:** MNGT 301, MKT 304, or MNGT 500. A systematic and comprehensive approach to marketing decision making with basic marketing strategies—the problems involved in a given decision, how they may be solved, and how solutions impinge on their strategies.

MKT 670. Directed Research. (1 to 3 hrs.); I, II, III. **Prerequisite:** graduate standing with minor equivalent in marketing. Provides an opportunity and challenge for directed study of marketing problems. Student must present a written statement prior to registration of an approved research problem.

School of Education

Departments

Curriculum and Instruction
Health, Physical Education, and Recreation
Leadership and Foundations
Psychology

Degrees

Master of Arts in Education
Elementary Education
Guidance and Counseling
Reading
Secondary Education
Special Education
Master of Arts in Adult and Continuing Education
Master of Arts in Health, Physical Education,
and Recreation
Master of Higher Education
Master of Arts in Psychology
Specialist in Education
Joint Doctoral (Education)

Non-Degree Programs

Fifth-Year Program
Elementary Teacher
Secondary Teacher
Rank I Program
Elementary Education
Secondary Education
Guidance and Counseling
Teachers of Exceptional Children or Special Education
Administration and Supervision

Master of Arts in Education

The Master of Arts in Education is a professional degree. If a student holds, or is eligible to hold, a provisional elementary or secondary teacher's certificate, a provisional certificate for teachers of special education, or provisional certificate for teachers of exceptional children, he or she may, through the different curricula leading to this degree, qualify for the corresponding standard teacher's certificate or the provisional certificate for the guidance counselor.

Students completing a program for the Master of Arts in Education and meeting certificate requirements in Kentucky are fully accepted for a similar certificate in many other states. A student who expects to meet certification requirements in another state should contact the certification authority in that state to determine if there are specific requirements which should be included in the program of study for the degree.

Requirements for Admission

1. General admission to graduate study.
2. A minimum of 9 semester hours of undergraduate credit in professional education. Requirements for the Provisional Teacher's Certificate must be completed before the degree is granted if these requirements were not met in the undergraduate program.

Admission to Candidacy

1. See University requirements.
2. Completion of at least 9 but not more than 15 semester hours of graduate work. This shall include in

Elementary Education

- (a) EDUC 600 and
- (b) EDUC 610 or EDEL 627 or EDEL 630 or EDEL 680

Secondary Education

- (a) EDUC 600 and
- (b) EDUC 610 or EDSE 634 or EDSE 683

Special Education

- (a) EDUC 600 and
 - (b) EDUC 610 or one course in special education
3. In guidance program, EDUC 600 and one course in guidance.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Comprehensive examination. The advanced in Education Test of Graduate Record Examinations is required of all candidates for the Master of Arts in Education degree. The test should be taken early enough to assure the return of the scores prior to the end of the semester in which the degree is to be awarded. Additional written and/or oral examinations may be required as part of the comprehensive examination.
3. Completion of one of the following programs:

Elementary Teachers

(Department: Curriculum and Instruction)

Sem. Hrs.

EDUC 600—Research Methods in Education	3
EDUC 610—Advanced Human Growth & Development	3
EDEL 630—Curriculum Construction	3
EDEL 680—History & Philosophy of Education	3
EDEL 627—Reading in the Elementary School	3
Concentration of courses other than professional education or a specialization in early childhood education, special education, or reading	12
Approved electives	3
OR	
EDEL 699—Thesis (6 hours)	6

Secondary Teachers
(Department: Curriculum and Instruction)

	Sem. Hrs.
EDUC 600—Research Methods in Education	3
EDSE 683—The American Secondary School	3
EDSE 634—Secondary School Curriculum	3
EDUC 610—Advanced Human Growth & Development	3
EDSE 699—Thesis or Approval Electives	6
From specialized area of preparation (other than professional education)	12
	30

Elementary Curriculum
for the Reading Specialist Endorsement**

	Sem. Hrs.
<i>Basic Curriculum</i>	9
EDUC 600—Research Methods in Education	3
EDEL 630—Curriculum Construction	3
EDEL 680—History and Philosophy of Education	3
<i>Specialized Area in Education</i>	12
EDEL 562—Remedial Reading	3
EDEL 626—Investigations in Reading	3
EDEL 624—Practicum in Reading	3
EDEL 627—Reading in the Elementary School	3
OR	
EDEL 677—Reading in the Content Areas	3
EDEL 628—Materials and Methods in Reading Instruction	3
<i>Specialized Area Outside of Ed.</i>	12
PSY 610—Advanced Human Growth and 9 hours of advisor-approved courses in psychology or linguistics	33

EDEL 676—Directed Study in Reading carries one to three hours of credit. All other courses carry 3 hours of credit.

**Three years of successful teaching experience must be completed before the endorsement is granted.

Secondary Curriculum
for the Reading Specialist Endorsement**

	Sem. Hrs.
<i>Basic Curriculum</i>	9
EDUC 600—Research Methods in Education	3
EDSE 634—Secondary School Curriculum	3
EDSE 683—The American Secondary School	3
<i>Specialized Area in Education</i>	12
EDEL 562—Remedial Reading	3
EDEL 626—Investigation in Reading	3
EDEL 624—Practicum in Reading	3
EDSE 576—Reading in the Secondary School	3
OR	
EDSE 677—Reading in the Content Areas	3
EDSE 628—Materials and Methods in Reading Instruction	3
<i>Specialized Area Outside of Education</i>	12
PSY 610—Advanced Human Growth and 9 hours of advisor approved courses in psychology or linguistics	3

**Three years of successful teaching experience must be completed before the endorsement is granted.

Endorsement of High School Certificate
for Classroom Teaching at the
Elementary School Level

A certificate valid for teaching at the high school level may be endorsed for classroom teaching at the elementary school level upon completion of the following preparation:

- a. Human Growth and Development.
- b. The Teaching of Reading for the Elementary School—a two-course sequence.
- c. Fundamentals of Elementary Education.
- d. Mathematics for the Elementary School Teacher—a two course undergraduate sequence—or one graduate course.
- e. The Teaching of Elementary School Mathematics.
- f. Children's Literature.
- g. School Art and/or School Music.
- h. Student teaching or laboratory experiences in elementary classroom.

Specific course requirements must be planned with the student's advisor.

Counselor Education
(Department: Leadership and Foundations)

The graduate programs in counseling prepare people for positions as elementary school counselors, secondary school counselors, adolescent and adult counselors in non-school settings, and student personnel workers in higher education.

To be admitted to the elementary and secondary counseling program, one must have an undergraduate teaching certificate in the area in which certification is sought. Certification as a guidance counselor requires a year of teaching at the appropriate level, which may be completed after the course work.

Successful completion of the requirements leads to a Provisional Counseling Certificate and a Standard Teaching Certificate in Kentucky.

Vocational school counselors in Kentucky are required to have a secondary counseling certificate. Students planning to work in vocational education should have an undergraduate background in the area or plan to take additional courses in the graduate program in vocational education.

One planning a career as a counselor in a community setting (non-school), should enter the degree program for the Master of Arts in Adult and Continuing Education with an emphasis in counseling. Those interested in college student personnel work should consider the Master of Higher Education degree program with a specialized area in counseling. Neither program is designed to qualify persons for certification as a public school counselor.

Program of Study Leading to the Provisional Counselor and Standard Teaching Certificates:

Elementary Guidance Counselor

	Sem. Hrs.
<i>Counseling</i>	18
EDGC 656—Principles of Guidance	3
EDGC 665—Program Organization and Informational Services	3
EDGC 666A—Techniques of Counseling	3
EDGC 667A—Group Procedures	3
EDGC 617—Career Education for Elementary Teachers	3
OR	
EDGC 619—Organization and Administration of Career Education	3
EDGC 669A—Practicum in Guidance and Counseling	3
<i>Professional Education</i>	9
EDUC 600—Research Methods in Ed.	3
EDUC 610—Advanced Human Growth & Dev.	3
EDEL 627—Reading in the Elementary School	3
<i>Supportive Courses in Testing (select one)</i>	3
EDGC 580—Measurement Principles & Techniques	3
EDGC 662—Individual Inventory Techniques	3
	30

Secondary Guidance Counselor

<i>Counseling</i>	18
EDGC 656—Principles of Guidance	3
EDGC 665—Program Organization and Informational Services	3
EDGC 666B—Techniques of Counseling	3
EDGC 667B—Group Procedures	3
EDGC 618—Career Education for Secondary Teachers	3
OR	
EDGC 619—Organization and Administration of Career Education	3
EDGC 669B—Practicum in Guidance and Counseling	3

<i>Professional Education</i>	9
<i>Required Courses</i>	6
EDUC 600—Research Methods in Education	3
EDUC 610—Advanced Human Growth & Devel.	3
<i>Electives</i>	3
EDEL 630—Curriculum Construction	3
EDEL 680—History and Philosophy of Ed.	3
EDSE 683—The American Secondary School	3
PSY 589—Psychology of Learning	3
<i>Supportive Course in Testing (select one):</i>	
EDGC 580—Measurements Principles & Techniques	3
EDGC 662—Individual Inventory Techniques	3
	30

NOTE: Persons doing guidance and counseling outside of schools—pastors, social workers, and others—are expected to apply for the Master of Arts in Adult and Continuing Education degree program with a specialty in counseling. Persons interested in counseling students in higher education should consider the Master of Higher Education degree program with a specialized area in guidance counseling. These two programs do not qualify the candidate for certification as a guidance counselor in the public schools.

Master of Arts in Education for Special Education Teachers (Department: Curriculum and Instruction)

Students may enter this program if they hold either the provisional certificate for teachers of special education or the provisional certificate for teachers of exceptional children.

For Teachers of Special Education

<i>Professional Education</i>	12 hrs.
EDUC 600—Research Methods in Education	3
EDUC 610—Advanced Human Growth and Development	3
EDEL 630—Curriculum Construction	3
EDEL 680—History and Philosophy of Education	3
<i>Special Education (to be selected from the following)</i>	10 hrs.
EDSP 537—Educational Assessment of Exceptional Children	3
EDSP 550—Nature and Needs of Exceptional Children	3
EDSP 552—Learning Disabilities	3
EDSP 601—Survey of Exceptional Children	3
EDSP 602—Speech and Language Problems	3
EDSP 655—Teaching the Exceptional Child	3
EDSP 668—Special Classes in the School	3
*EDSP 675—Practicum in Special Education	3
*Required for the program	
<i>Electives</i>	10 hrs.
Electives in Psychology (approved by advisor)	6
Electives (approved by advisor)	4

For Teachers of Exceptional Children

<i>Professional Education (to be selected from the following)</i>	10 hrs.
*EDUC 600—Research Methods in Education	3
*EDUC 610—Advanced Human Growth and Development	3
EDAD 628—School Law	3
EDEL 630—Curriculum Construction	3
EDEL 680—History and Philosophy of Education	3
EDSE 681—Seminar—Methods for Secondary Teachers	1
EDEL 671—Seminar—Problems of Elementary Teachers	1
<i>Special Education</i>	12 hrs.
<i>Area of Specialization in Severe Learning and Behavior Disorders</i>	
EDSP 604—Resource Concepts for the Handicapped	3
EDSP 605—Programs for Young Handicapped Children	3
EDSP 607—Employability of the Handicapped	3
EDSP 655—Teaching the Handicapped Child	3
Section A—Educable Mentally Handicapped OR	
Section D—Emotionally Disturbed OR	
Section E—Learning Disabilities	
<i>Area of Specialization in Trainable Mentally Handicapped</i>	
EDSP 603—Assessment Methodology for the Handicapped	3
EDSP 606—Communication Disorders	3
EDSP 655—Teaching the Handicapped Child	3
Section B—Trainable Mentally Handicapped	3
EDSP 668—Special Classes in the School	3
<i>ELECTIVES (approved by advisor)</i>	9

Students holding a provisional or standard elementary certificate may, through an endorsement program, qualify for the new provisional certificate for teachers of exceptional children—learning and behavior disorders (LBD) or trainable

mentally handicapped. The LBD certificate enables the teacher to teach children who are mildly emotionally disturbed (E.D. or B.D.), educable mentally handicapped (EMH), orthopedically handicapped (O.H.), or who are classified as having learning disabilities (L.D.) at all grade levels—preschool, elementary, and secondary.

Endorsement of Elementary Certificate for Learning and Behavior Disorders

EDSP 601—Survey of Exceptional Children	
OR	
EDSP 230—Education of Exceptional Children	3
EDSP 602—Speech and Language Problems	
OR	
EDSP 320—Introduction to Corrective Speech	3
EDSP 537—Educational Assessment of Exceptional Children	3
EDSP 550—Nature and Needs of Exceptional Children	3
EDSP 551—Curriculum for Preschool Exceptional Children	3
EDSP 553—Curriculum for Secondary Exceptional Children	3
EDSP 555—Teaching Children with Learning and Behavior Disorders	3
EDSP 557—Curriculum for Elementary Exceptional Children	3
EDSP 675—Practicum in Special Education	4-8

Endorsement of Elementary Certificate for Trainable Mentally Handicapped

EDSP 601—Survey of Exceptional Children	
OR	
EDSP 230—Education of Exceptional Children	3
EDSP 602—Speech and Language Problems	
OR	
EDSP 320—Introduction to Corrective Speech	3
EDSP 547—The Trainable Mentally Handicapped	3
EDSP 550—Nature and Needs of Exceptional Children	3
EDSP 551—Curriculum for Preschool Exceptional Children	3
EDSP 553—Curriculum for Secondary Exceptional Children	3
EDSP 556—Teaching the Mentally Handicapped	3
EDSP 557—Curriculum for Elementary Exceptional Children	3
EDSP 675—Practicum in Special Education	4-8

Endorsement of Secondary Certificate for Teachers of Exceptional Children

There is also an endorsement program for teachers who hold regular secondary teaching certificates and desire to be certified as teachers of exceptional children—learning and behavior disorders or trainable mentally handicapped. The LBD or TMH certificate obtained as an endorsement of a regular secondary certificate covers only grades 7 to 12.

Endorsement of Secondary Certificate for Learning and Behavior Disorders, Grades 7-12

EDSP 601—Survey of Exceptional Children	
OR	
EDSP 230—Education of Exceptional Children	3
EDSP 602—Speech and Language Problems	
OR	
EDSP 320—Introduction to Corrective Speech	3
EDSP 537—Educational Assessment of Exceptional Children	3
EDSP 550—Nature and Needs of Exceptional Children	3
EDSP 551—Curriculum for Preschool Exceptional Children	3
EDSP 553—Curriculum for Secondary Exceptional Children	3
EDSP 555—Teaching Children with Learning and Behavior Disorders	3
EDSP 557—Curriculum for Elementary Exceptional Children	3
EDSP 675—Practicum in Special Education	4-8
EDEL 562—Remedial Reading	3
EDEL 627—Reading in the Elementary School	3
MATH 595—Mathematics Curriculum Workshop	3
MATH 631—Problem Solving and the Teaching of Mathematics in the Elementary School	3

The department offers a conversion program for teachers holding an old certificate in special education (teachers of special education—EMR, B.D. or E.H., N.I. or L.D.). The number of credit hours required for the conversion program will vary, depending upon the courses which the teacher previously completed in special education. Teachers interested in this program should contact the department for additional information.

Master of Arts in Adult and Continuing Education

The Adult and Continuing Education graduate program is designed to develop the capacity of individuals to plan, organize, and carry through a variety of educational and service programs to meet the broad spectrum of adult needs in today's society. The program is flexible insofar as each course of study is designed with the student.

Requirements for Admission

1. General admission to graduate study.
2. Two years of relevant professional experience is advisable.

Admission to Candidacy

1. See University requirements.
2. Completion of 9 to 15 hours of graduate work including EDUC 600, an approved course in adult and continuing education, and one course from the student's area of specialization.

Requirements for the Degree

1. Satisfy the general degree requirements.
2. Completion of the following program:

EDUC 600—Research Methods in Education	3
Adult and continuing education selection from the following:	12
EDAC 554—Principles of Adult and Continuing Education	
EDAC 650—Basic Education for the Disadvantaged Adult	
EDAC 651—Human Development in Adulthood	
EDAC 652—The Community School	
EDAC 653—Planning and Evaluating the Adult Program	
EDAC 670—Directed Research	
EDAC 676—Directed Study	
EDAC 678—Internship: Adult Education	
EDAC 688—Seminar: Adult Education	
EDAC 699—Thesis	
Area of Specialization	9
*Electives (to be selected by student and graduate committee)	6
	30

*The student may pursue a thesis, EDAC 699 (6 sem. hrs.), in lieu of an equal number of elective hours.

Master of Arts in Health, Physical Education, and Recreation

The curricula leading to the degree of Master of Arts in Health, Physical Education, and Recreation are designed to meet the needs of students who wish to further their training for a particular role as instructor, supervisor, or administrator in a health, physical education, or recreation program in the school or community.

Requirements for Admission

1. General admission to graduate study.
2. A major, minor, or a minimum of 18 approved hours in health, physical education, and recreation.

Admission to Candidacy

1. Meet University requirements.
2. Completion of 9 to 15 hours of approved graduate course work including EDUC 600 and two of the following: PHED 601, 604, HLTH 601, 612, REC 630, 635.

Requirements for the Degree

1. A minimum of 30 semester hours of approved graduate course work, including the following: EDUC 600, PHED 601, 604, HLTH 601 or HLTH 612, REC 630, 635. A maximum of 6 semester hours may be allowed for an acceptable thesis.
2. A minimum of 18 semester hours in courses in health, physical education, and recreation.

NOTE: Completion of this program will serve to renew or extend the Kentucky provisional certificate for elementary or secondary teachers on a continuing basis. Students holding the Provisional Secondary Certificate who wish to obtain the Standard Secondary Teachers Certificate must complete as a part of, and/or in addition to, this program: EDUC 600, EDUC 610, EDSE 634, and EDSE 683. Elementary teachers must complete EDUC 600, EDEL 626, or EDEL 627 and two of the following: EDUC 610, EDSE 630, EDSE 680, to qualify for the Standard Elementary Certificate.

Master of Higher Education

The Master of Higher Education degree program is specifically designed to provide advanced study and preparation for:

1. Teaching in higher education.
2. General administration in higher education.
3. Student personnel administration.
4. Counseling in higher education.

Requirements for Admission

1. General admission to graduate study.
2. An area of specialization based on an undergraduate major or minor in the teaching field or an aptitude that indicates interest and potential in non-teaching areas.

Admission to Candidacy

1. See University requirements.
2. Completion of 9 to 15 hours of the program, including EDUC 600, an approved higher education course, and one course from the teaching field or area of specialization.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of the following program:

EDUC 600—Research Methods in Education	3
Higher Education—selected from the following:	6-9
EDHE 635—Curriculum Construction in Higher Education	
EDHE 640—The Two-Year College in Higher Education	
EDHE 641—Academic and Administrative Problems in Higher Education	
EDHE 642—Student Personnel Work in Higher Education	
EDHE 643—Seminar in Higher Education	
EDHE 670—Directed Research	
EDHE 676—Independent Study: Higher Education	
EDHE 643—Seminar in Higher Education	
EDHE 670—Research Problems: Higher Education	
EDHE 676—Directed Study	
EDHE 678—Internship in Higher Education	
EDHE 699—Thesis	
*Teaching field or area of specialization	15-18
(At least 9 hours of this work must be at the 600 level)	
Thesis, or courses approved by the advisor	3-6
Minimum Total	30

*It is especially important that students clearly determine the discipline or area of specialization they wish to pursue, and carefully plan their programs with their advisors.

Master of Arts in Psychology

Students in the Master of Arts in psychology degree program may elect an emphasis in clinical psychology, or general-experimental psychology.

Clinical Psychology

The Master of Arts in clinical psychology is designed to lead to certification in Kentucky and other states which provide for certification of master's level psychologists. In Kentucky, certification status is awarded to master's level clinical psychologists by the Kentucky Board of Examiners upon successful completion of both an objective and essay examination covering both scientific psychology and clinical psychology. The student must complete a program of study based on curriculum guidelines provided by the Board of Examiners in Psychology in order to achieve entry to the certification examination.

The clinical program enables the student to acquire a general background in psychology and specific skills in psychodiagnostics, psychotherapy, and community assessment and intervention. The particular focus on the clinical program is on enhancement of mental health in rural communities, especially the Appalachian region. Thus there is an emphasis on mental health problems with high incidence and prevalence rates in rural communities and on strategies of service delivery to alleviate these problems.

The clinical program normally takes four semesters to complete, based on a recommended 60 hours of study, including a 16-week full-time internship. A thesis is not required for completion of the program, but is recommended for students considering eventual application to a doctoral program.

Applications for the fall semester should be received by May 15. Admission for the spring semester should be received by December 1.

Requirements for Admission

1. General admission to graduate study.
2. Completion of 18 semester hours in psychology, including a course in experimental psychology, and a 3 hour course in statistics.
3. Undergraduate grade-point average of 3.0.
4. Combined Graduate Record Examinations Verbal and Quantitative scores of 1,000.
5. Adequate interpersonal skills, as determined by a personal interview by the clinical psychology faculty.
6. Excellent letters of recommendation (two of the three letters should be from the major department faculty).

Applications should note that enrollment in the clinical program is restricted to a specific number of students each year.

Students who lack prerequisite courses may be conditionally admitted to the program; however, credit for course work required in order to gain unconditional admission may not be applied towards the master's degree.

Students who do not have an undergraduate grade-point average of 3.0 or Verbal and Quantitative scores from the GRE totalling 1,000 may be admitted if there is sufficient evidence of probability of success in the program. This would be based on factors such as previous success in related work experiences, satisfactory score from the Miller's Analogy Test, or other indices normally associated with success on the part of students in graduate study in psychology.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of all core clinical courses (PSY 600, 657, 658, 661, 673, and 678) with a grade of "B" or better in each course. In order to continue in the program, students must repeat clinical courses in which grades of "C" are obtained or otherwise demonstrate to the faculty minimal competency in skills taught in these courses. No course may be repeated more than one time.
3. Successful completion of candidacy examination.
4. Successful completion of final oral examination.

General-Experimental Psychology

The general-experimental program enables the student to begin employment in a variety of industrial, educational, governmental, or business settings or to continue study in general-experimental psychology in a doctoral program.

Requirements for Admission

1. General admission to graduate study.
2. Completion of 18 semester hours of psychology, including a course in experimental psychology and 3 semester hours of statistics.
3. Undergraduate grade-point average of 3.0.
4. Combined Graduate Record Examinations verbal and quantitative scores of 1,000.

Students who lack prerequisite courses may be conditionally admitted. Credit for course work required in order to gain unconditional admission may not be applied towards the master's degree.

Students who do not have an undergraduate point average of 3.0 or verbal and quantitative scores from the GRE totalling 1,000 may be admitted if there is sufficient evidence of probability of success in the program. Students who believe that they possess a strong aptitude for graduate study in general-experimental, but do not meet the grade-point or GRE requirement, should contact the department regarding procedures for documenting their ability to succeed in the graduate program.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Core requirements. All students must complete at least one course in each of the following areas:
 - a. Clinical: PSY 556, 558, 590, 633.
 - b. Developmental: PSY 610.
 - c. Experimental: PSY 521, 582, 583, 584, 621.
 - d. Statistics: MATH 553.
3. Completion and defense of an approved thesis—maximum credit allowance of 6 hours.
4. Completion of a minimum of 18 semester hours of approved course work in psychology—a minimum of 30 hours is required for the degree.

School Psychology

Students interested in a school psychology emphasis should contact the department for information relating to both admission and requirements for the program.

Admission to Candidacy

Candidacy examinations are required for all programs—clinical, general-experimental, and school psychology. In addition to the University requirements for admission, students shall take written comprehensive examinations in the student's major area of interest and three elected areas to be chosen by the student from the following:

Group I

1. Learning and Motivation
2. Physiological Psychology
3. Research Design and Statistics
4. Sensation and Perception

Group II

1. Personality and Psychopathology
2. Human Development
3. Psychological Testing and Diagnosis
4. Psychotherapy

No more than three elected areas are to be chosen from a single group.

These examinations will be given two weeks following the mid-semester grade due date of each of the three regular semesters. Applications for candidacy examinations must be submitted to the department chairman prior to the mid-semester grade due date of the semester in which the student applies for candidacy.

Students will be recommended for candidacy after having achieved or completed the following five requirements:

1. A satisfactory grade on each of the four candidacy qualifying examinations.
2. A 3.0 or higher grade-point average with a minimum of eight hours of graduate credit.
3. Recommendation of the student's advisor and graduate committee members.
4. Removal of all admission conditions for students who have been conditionally admitted to the program.

The Specialist in Education (Ed.S.) Degree

The Specialist in Education degree program offers students who have demonstrated superior scholastic ability and special interest and aptitude in certain areas the opportunity to gain a high level of competency in a chosen specialized field for service as instructors, superiors, or administrators. In some cases, the program may serve to advance the candidate toward the doctorate. It should also be noted that the Education Specialist Program may qualify school personnel for Kentucky's highest salary for teachers; however, it is not intended as an alternative to the "Rank I" programs.

Programs of study for the Specialist in Education Degree are offered in:

1. Administration and Supervision
2. Higher Education
3. Curriculum and Instruction
4. Guidance
5. Adult and Continuing Education

Requirements for Admission

1. A master's degree from an accredited college or university.
2. One year of successful work experience.
3. Acceptance by the Dean of Graduate Programs. Criteria for admissions are based upon:
 - (a) Evidence of superior scholastic performance as indicated by a grade-point average of 3.5 on the graduate work completed.
 - (b) A Graduate Record Examinations (aptitude) score of 800. Those individuals who score below 800, but above 700, on the GRE may take the NTE or the Miller

Analogies. Those who score 36 or above on the Miller Analogies or the 50th percentile or above on the NTE will be considered for admission to the Education Specialist Program.

(c) Interview with the applicant conducted by the Admissions Committee. (In the case of Morehead State University graduates where the members of the committee feel that they have sufficient acquaintance with the applicant, the interview may be waived.)

(d) Applicant's background in the area of his proposed specialization.

(e) Recommendations from selected references.

Requirements for the Degree

1. Twenty-four semester hours of course work approved by the student's advisory committee.
2. Completion of an applied project (6 semester hours credit).
3. Comprehensive written or oral examinations.

Joint Doctoral Program with the University of Kentucky

Morehead State University and the University of Kentucky have an agreement whereby students desiring to pursue a doctor's degree at the University of Kentucky may, upon being admitted jointly by these institutions, complete up to one year of their course work at Morehead State University.

Application for the joint program must be filed with the Dean of Graduate Programs at Morehead State University. A joint screening committee, composed of members from both institutions, will decide upon the applicant's eligibility.

In order to be admitted to the program, the applicant must meet the requirements for admission to the doctoral program of the College of Education at the University of Kentucky. To support the application, he or she must submit a transcript of scores on the Graduate Record Examination (Aptitude and Advanced in Education tests).

After admission to the program, the student will be assigned to a doctoral committee composed of faculty members from both institutions and will be permitted to do approximately one year of work on campus at Morehead. In any case, a minimum of one academic year (18 semester hours) in residence at the University of Kentucky will be required.

Those planning to pursue doctoral programs should, at an early stage in graduate work, familiarize themselves with the general nature and requirements for advanced graduate degrees and acquire additional information about the joint Morehead-University of Kentucky program from the Dean of Graduate Programs at Morehead State University.

Fifth-Year Program (Non-Degree)

The Fifth-Year non-degree program qualifies Kentucky teachers for Rank II on the salary schedule and also may be used to renew the Provisional Teaching Certificate. The Fifth-Year Program may also serve as a basis for advancement to a Rank I program for teachers.

Requirements for Admission

1. A baccalaureate degree.
2. A provisional teaching certificate.

Program Requirements

1. The program shall be planned individually with each applicant by the advisor at the beginning of the program.
2. The program shall consist of a minimum of 32 semester hours credit with an academic standing of no less than a 2.0 GPA on a 4.0 scale and of the total program up to nine semester hours may be earned at another accredited institution at least 12 semester hours shall be graduate level coursework; at least 12 semester hours shall be in professional education; and at least 12 semester hours shall be from areas other than professional education (exceptions are early childhood education and special education). No grade less than a "C" can be counted as part of the minimum 32-hour program.
3. Once the Fifth-Year Program has been planned with the individual, the advisor may authorize in advance the completion of a maximum of 6 semester hours of the program at an accredited four-year college. Course work from a two-year institution shall not apply toward the Fifth-Year Program.
4. Course work earned by the applicant prior to planning the Fifth-Year program may be evaluated for acceptance by the advisor and graduate dean.
5. Credit earned by correspondence shall not apply toward the Fifth-Year Program.
6. No course work taken to qualify for initial certification shall apply toward the Fifth-Year Program.

Rank I Program (Non-Degree)

Morehead State University offers programs of study beyond the master's degree for teachers, supervisors, guidance counselors, principals, and superintendents, which may qualify them for additional certification and/or for Rank I on the Kentucky salary schedule.

Programs consisting of a minimum of 45 semester hours of graduate work, including the master's degree, are available for Kentucky certification of elementary principals, secondary principals, school supervisors, and directors of pupil personnel.

A Rank I Program for teachers is planned for 60 graduate hours, including the master's degree. Also, a Rank I Program for teachers is planned for 30 graduate hours in addition to the requirements for the Fifth-Year Program.

If the student has not previously met the Kentucky requirements for a standard teacher's certificate, he or she must do so if he or she intends to pursue a Rank I Program in either guidance counseling or administration and supervision.

Requirements for Admission

1. Must hold a master's degree from an accredited college or university, or have completed a Fifth-Year Program.
2. Must hold a valid teaching certificate.

In addition to the above requirements, the following apply to applicants for guidance counseling, administration, and supervisory programs:

(a) Students may qualify for admission to programs in guidance counseling, administration, or supervision by scoring 800 or better on the Aptitude Section of the Graduate Record Examinations. Students who score below 800, but above 700, may be considered for the program if they have earned a standing of 3.5 on all graduate work and are recommended by the department which offers the program. Applicants who hold valid and active

certificates in guidance counseling, administration, or supervision may be admitted to programs in the areas in which they are certified.

(b) Applicants must be recommended for admission to the programs by the screening and interviewing committee.

Students who are not recommended for admission may file a written appeal containing a rationale for exception to the standards with the Graduate Committee, School of Education.

Requirements for the Program

1. The program must be planned with the student's advisor at the beginning of the program.
2. A minimum of 60 graduate hours including the master's degree or the Fifth-Year plus 30 hours.
3. A grade-point average of "B" or better in all work offered for the program. No credit is accepted on grades lower than "C."
4. A minimum of 30 semester hours (of the total 60 hours) in courses open only to graduate students.
5. Up to nine semester hours (of the last 30) may be earned at another accredited institution.
6. Credit in the restricted courses, open only to those students admitted to the administrative programs, must be obtained at Morehead State University.

NOTE: During the term in which the program is to be completed, the student should request from the Graduate Office that the State Department of Education and/or the local superintendent be notified that the Rank I program has been completed. Applications for Kentucky certificates must be filed on official forms.

Rank I Program requirements are met by following the prescribed categorical requirements in only one of the available areas, i.e., Secondary Principal; Elementary Principal; Supervisor; Counselor; Superintendent. Further applications are needed for additional certification.

Rank I Program for Elementary Teachers Including the Master's Degree (Department: Curriculum and Instruction)

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

Sem. Hrs.		
I.	Studies dealing with research	6-8
II.	Studies dealing with the foundations of education and the nature and psychology of the learner	8-12
III.	Studies dealing with the programs of the schools	9-16
IV.	Electives in courses outside the field of professional education	24
V.	Electives	0-13
	Minimum Total	60

(The program must be planned with the student's advisor on check sheets available for the program.)

Rank I Program for Elementary Teachers Extended from Fifth-Year Program (Department: Curriculum and Instruction)

The minimum of 30 graduate hours in addition to the requirements for the Fifth-Year Program must conform to the following area distribution:

	Sem. Hrs.
I. Studies dealing with research	3-6
II. Studies dealing with the foundations of education and the nature of psychology of the learner	9-14
III. Studies dealing with programs of the school	12-16
IV. Electives in courses outside the field of professional education	24
V. Approved electives in education or other areas	0-14

(The program must be planned with the student's advisor on check sheets available for the program.)

**Rank I Program for Secondary
Teachers Including the Master's Degree
(Department: Curriculum and Instruction)**

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

	Sem. Hrs.
I. Studies dealing with research	6-8
II. Studies dealing with the foundations of education and the nature and psychology of the learner	9-12
III. Studies dealing with the programs of the school	8-12
IV. Outside professional education (from student's majors or minors or supporting courses from other disciplines)	30-36
V. Electives	0-8
Minimum Total	60

(The program must be planned with the student's advisor on check sheets available for the program.)

**Rank I Program for Secondary
Teachers Including the Master's Degree
Option—Vocational Education
Department: Curriculum and Instruction**

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

	Sem. Hrs.
I. Studies dealing with research	6-8
II. Studies dealing with the foundations of education and the nature and psychology of the learner	9-12
III. Studies dealing with the programs of the school	8-12
IV. Specialized areas and supporting courses	30-36
V. Approved electives	0-8
Minimum Total	60

(The program must be planned with the student's advisor on check sheets available in the Agriculture, Business, Home Economics, Industrial Education, and Curriculum and Instruction Departments.)

**Rank I Program for Secondary
Teachers Extended from Fifth-Year Program
(Department: Curriculum and Instruction)**

The minimum of 30 graduate hours in addition to the requirements for the Fifth-Year Program must conform to the following area distribution:

	Sem. Hrs.
I. Studies dealing with research	3-5
II. Studies dealing with the foundations of education and the nature and psychology of the learner	9-12
III. Studies dealing with programs of the school	12-15
IV. Specialized areas (other than professional education), teaching field(s) and supporting courses	30-36
V. Approved electives in education or other areas	0-8

(The program must be planned with the student's advisor on check sheets available for the program.)

**Rank I Program for Teachers
of Exceptional Children or Special Education
including the Master's Degree
(Department: Curriculum and Instruction)**

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

	Sem. Hrs.
I. Studies dealing with research	6-8
II. Studies dealing with the foundations of education and the nature and psychology of the learner	6-15
III. Studies dealing with programs of the school	8-14
IV. Specialized area—special education—and support courses	23-40
V. Electives	0-9

(The program must be planned with the student's advisor on check sheets available for the program.)

**Rank I Program for Guidance Counselors
(60 graduate hours, including the Master's Degree)
(Department: Leadership and Foundations)**

The minimum of 60 graduate hours, including the master's degree, must conform to the following area distribution:

	Sem. Hrs.
I. Guidance and counseling	21-30
II. Professional education	6-9
III. Testing	6-15
IV. Studies dealing with nature and psychology of the individual	9-17
V. Studies dealing with research	6-9
VI. Studies dealing with administration and supervision	3-6
VII. Approved electives from categories I-IV listed above	0-3
VIII. Approved electives	0-6
Minimum Total	60

(The program must be planned with the student's advisor on check sheets available for the program.)

**Certification Program for
Elementary School Principals
(45 graduate hours, including the Master's Degree)
(Department: Leadership and Foundations)**

Each of the following courses must be included in either the master's or post-master's work. (Additional courses may be necessary in instances where the prerequisites to those courses have not been completed.) Qualifying for the Standard Elementary Certificate and three years of successful teaching experience are prerequisite to the issuance of the elementary principal's certificate.

The Program:

	Sem. Hrs.
EDEL 632—Elementary Curriculum	3
EDGC 656—Principles of Guidance	3
*EDAD 660—Supervision	3
*EDAD 672—Seminar: Problems of the Administrator	1
*EDAD 695—The Elementary School Principal	3
EDGC 580—Measurement Principles & Techniques	3
EDAD 629—Reading Programs: The Role of the Administrator	19

*These courses are open only to students admitted to the program.

**Certification Program for
Secondary School Principals
(45 graduate hours, including the Master's Degree)
(Department: Leadership and Foundations)**

Each of the following courses must be included in either the master's degree or post-master's work. (Additional courses may be necessary where the prerequisite to these courses have not been completed.) Qualifying for the Standard Secondary Certificate and three years of successful teaching experience are prerequisite to the issuance of the secondary principal's certificate.

The Program:

	Sem. Hrs.
EDSE 634—Secondary Curriculum	3
EDGC 656—Principles of Guidance	3
*EDAD 660—Supervision	3
*EDAD 672—Seminar: Problems of the Administrator	1
*EDAD 696—The Secondary School Principal	3
EDGC 580—Measurement Principles and Techniques	3
Minimum Total	19

*These courses are open only to students admitted to the program.

Certification Program for School Supervisors

*(45 graduate hours, including the Master's Degree)
(Department: Leadership and Foundations)*

Each of the following courses must be included in either the master's or post-master's work. (Additional courses may be necessary in instances where the prerequisites to these courses have not been completed.) Qualifying for either the Standard Elementary Certificate or the Standard Secondary Certificate and three years of successful teaching experience are prerequisite to the issuance of the certificate for school supervisors.

The Program:

	Sem. Hrs.
EDEL 632—Elementary Curriculum	3
EDSE 634—Secondary Curriculum	3
*EDAD 660—Supervision	3
*EDAD 672—Seminar: Problems of the Administrator	1
EDAD 691—The School and the Public	3
EDGC 580—Measurement Principles & Techniques	3
EDAD 629—Reading Programs: The Role of the Administrator	3
One course from the following: EDSP 550, 537, 552, 601, or 655	3
	22

*These courses are open to students admitted to the program.
(The program must be planned with the student's advisor on check sheets available for the program.)

Program for Extending Secondary Principal's Certificate to Elementary Principalship

A person holding a secondary principal's certificate in Kentucky may, with institutional approval, qualify for the elementary principalship by satisfactorily completing the following 15-hour curriculum:

EDEL 632—Elementary Curriculum	3
EDAD 695—The Elementary School Principal	3
EDAD 629—Reading Programs: The Role of the Administrator	3
EDAD 678—Internship (Elementary School)	2
Electives—Approved by the student's advisor considering previous academic record and experience	5
	16

Program for Extending Elementary Principal's Certificate to Secondary Principalship

A person holding an elementary principal's certificate in Kentucky may, with institutional approval, qualify for the secondary principalship by satisfactorily completing the following 15-hour curriculum:

	Sem. Hrs.
EDSE 634—Secondary Curriculum	3
EDAD 696—The Secondary School Principal	3
EDAD 678—Internship (Secondary School)	2
EDSE 683—American Secondary School	3
Electives—Approved by student's advisor, considering previous academic record and experience	5
	16

Certification Program for Directors of Pupil Personnel

*(45 graduate hours, including the Master's Degree)
(Department: Leadership and Foundations)*

Each of the following courses must be included in either the master's or post-master's work. (Additional courses may be necessary in instances where the prerequisites to these

courses have not been completed.) Qualifying for either the Standard Elementary Certificate or the Standard Secondary Certificate and three years of successful teaching experience are prerequisite to the issuance of the certificate for directors of pupil personnel.

The Program:

	Sem. Hrs.
EDGC 656—Principles of Guidance	3
EDAD 628—School Law	3
*EDAD 698—Pupil Personnel Accounting and Records Management	3
EDGC 580—Measurement Principles and Techniques	3
EDSP 601—Survey of Exceptional Children	3
OR	
EDSP 537—Educational Assessment of Exceptional Children	3

*This course is open only to students admitted to the program.

Rank I Program for Elementary Principals (60 graduate hours, including the Master's Degree) (Department: Leadership and Foundations)

A minimum of 60 semester hours, including the master's degree and the requirements for the Elementary Principal's Certificate, must be completed for this program. The student work must be planned with an advisor in accordance with the check sheet for the program to conform to the following distribution of courses in the master's and post-master's programs:

	Sem. Hrs.
I. Studies dealing with administration and supervision	14-17
II. Studies dealing with research	4-7
III. Studies dealing with nature and psychology of the learner	6-9
IV. Studies dealing with programs of the school	15-18
V. Specialized non-professional (other than professional education) areas	18-24
Minimum Total	60

Rank I Program for Secondary Principals (60 graduate hours, including the Master's Degree) (Department: Leadership and Foundations)

A minimum of 60 semester hours, including the master's degree and the requirements for the Secondary Principal's Certificate, must be completed for this program. The student's work must be planned with an advisor in accordance with the check sheet for the program, to conform to the following distribution of courses in the master's and post-master's programs:

	Sem. Hrs.
I. Studies dealing with administration and supervision	14-17
II. Studies dealing with research	4-7
III. Studies dealing with nature and psychology of the learner	6-9
IV. Studies dealing with programs of the school	12-15
V. Specialized non-professional (other than professional education) areas	18-24
Minimum Total	60

Rank I Program for School Supervisors (60 graduate hours, including the Master's Degree) (Department: Leadership and Foundations)

A minimum of 60 semester hours, including the master's degree and the requirements for the School Supervisor's Certificate, must be completed for this program. The student's work must be planned with an advisor in accordance with the check sheet for the program to conform to the following distribution of courses in the master's and post master's programs:

	Sem. Hrs.
I. Studies dealing with administration and supervision	10-13
II. Studies with research	4-7
III. Studies dealing with nature and psychology of the learner	9-12
IV. Studies dealing with programs of the school	12-15
V. Specialized non-professional (other than professional education) areas	18-24
VI. Approved electives in education or other areas	0-11
Minimum Total	60

**Certification and Rank I Program
for the School Superintendent
(60 graduate hours, including the Master's Degree)
(Department: Leadership and Foundations)**

A minimum of 60 semester hours, including the master's degree and the requirements for either the elementary or secondary principal's certificate (see above), must be completed for this program. The student's work must be planned in accordance with the check sheet for the program, to conform to the following distribution of courses in the master's and post-master's programs:

	Sem. Hrs.
I. Studies dealing with administration of supervision	16-19
II. Studies dealing with research	3-6
III. Studies dealing with nature and psychology of the learner	6-9
IV. Studies dealing with programs of the school	9-12
V. Specialized and supportive non-professional (other than education) areas	18-24
Minimum Total	60

COURSE OFFERINGS

NOTE: (3-0-3) following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, III following the credit hour allowance indicate the term in which the course is normally scheduled: I—fall; II—spring; III—summer.

ADMINISTRATION

EDAD 628. School Law. (3-0-3); I, III. Responsibilities and liabilities of school boards and officials; Kentucky Code, legal provisions affecting school funds, school, personnel, attendance, discipline, textbooks and curriculum.

EDAD 629. Reading Programs: The Role of the Administrator. (3-0-3); I, III. Presentation of an overview of the scope and sequence of reading instruction in the public school program. Student will examine materials used for the teaching of reading and become familiar with the organizational plans used in public school reading programs. A part of the course will deal with the evaluation of reading programs. (Laboratory experiences are an integral part of the course.)

EDAD 645. Principles of Education Administration. (3-0-3); II, III. Historical development of professional school administration; basic principles and changing concepts; organization and control of the American school system; functions of the administrators.

EDAD 660. Supervision. (3-0-3); I, III. Prerequisite: admission to an administrative program. Nature and scope of supervision; principles governing supervisory process; planning supervisory program; facilitating teacher growth; improving curricula; using instructional materials; evaluation; and remedial programs.

EDAD 672. Seminar—Problems of the Administrator. (1-0-1); I, II, III. Prerequisite: admission to an administrative program. Independent research problems, review of current educational research and thesis. Oral reports, group discussion. Significant problems in education related to the principalship.

EDAD 673. Seminar—Problems of the Supervisor. (1-0-1); I, II, III. Prerequisite: admission to an administrative program. Similar to EDSE 671, except problems of the supervisor are considered.

EDAD 678. Internship. (One to six hours). Supervised experience in activities appropriate to area of specialization.

EDAD 684. School Finance. (3-0-3); II. Sources of school support; state, local, federal; apportionment of state funds; the local district and finance; and administration control of school funds—budgeting and accounting.

EDAD 685. Research Problems of the School Leader. (1 to 3 hrs.); I, II. Prerequisite: EDUC 600 or equivalent experience. Intensive and comprehensive investigation of problems in educational administration, involving collection and analysis of original data.

EDAD 686. The School Plant. (2-0-2); III. Problems of school plants and auxiliary facilities; evaluation existing facilities, planning and financing building programs, and selecting equipment.

EDAD 691. The School and the Public. (2-0-2); II. School-community relations; changing concept of, influence of social and economic factors, and role of public relations in school-community relations.

EDAD 692. Administration of School Personnel. (3-0-3); I, III. Dimension and direction of school personnel work; faculty, staff special service, pupil, custodial, and transportation.

EDAD 695. The Elementary School Principal. (3-0-3); I, III. Prerequisite: admission to an administrative program. Organization and administration of elementary school; supervision of pupil; professional and non-professional activities; community relations; scheduling and special services.

EDAD 696. The Secondary School Principal. (3-0-3); II, III. Prerequisite: admission to an administrative program. Organization and administration of secondary schools; supervision of personnel; co-curricular activities; guidance programs; in-service development; schedule making and public relations.

EDAD 698. Pupil Personnel Accounting and Records Management. (3-0-3); III. Prerequisite: admission to program for director of pupil personnel. Analysis of various methods of pupil personnel accounting and records management systems, including computer applications. Responsibilities of school and non-school personnel and agencies. Influence of socio-economic factors and school attendance.

EDAD 699A. Applied Project. (6 hrs.); I, II, III.

ADULT AND CONTINUING EDUCATION

EDAC 554. Principles of Adult and Continuing Education. (3-0-3); I, II. Overview of adult education; historical development; psychological and sociological basis of adult learning; trends and major issues in adult education; and the principles of teaching adults.

EDAC 599. Workshop. (1 to 3 hrs.); I, II, III. Prerequisite: upper division or graduate classification. A workshop for specifically designated task orientation in education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDAC 650. Basic Education for the Disadvantaged Adults. (3-0-3); I, III. The sociological, psychological, and economic problems of the disadvantaged; investigation of traditional and innovative approaches utilized in working with the disadvantaged adult.

EDAC 651. Human Development in Adulthood. (3-0-3); II. Prerequisite: EDAC 554 or permission of instructor. The psychological and physiological changes in adulthood; designed to provide opportunities to apply knowledge of human development to the problems of working with adults.

EDAC 652. The Community School. (3-0-3); I, II. The philosophy and operation of a school to serve the needs of all people in the community. The community-wide use of school facilities and total community involvement in the educative process.

EDAC 653. Planning and Evaluating the Adult Program. (3-0-3); II. Prerequisite: EDAC 554 or permission of instructor. A study of program development with special emphasis on designing and improving programs through the evaluation process.

EDAC 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: EDUC 600 and one course from the major. A supervised research investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the research prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final report on the project is required for the department's permanent file of completed projects.

EDAC 676. Directed Study. (1 to 3 hrs.); I, II, III. Prerequisite: EDUC 600 and one course from the major. A guided study of a professional problem. The student must submit a plan describing the nature of the study prior to starting. The format for the plan will be supplied by the instructor upon request. A copy of the final report on the study is required for the department's permanent file of completed projects.

EDAC 678. Internship. (1 to 6 hrs.). Supervised experience in activities appropriate to areas of specialization.

EDAC 688. Seminar in Adult Education. (1-0-1); on demand. A series of presentations by graduate students, visiting lecturers, and members of the graduate faculty on problems and issues confronting adult educators.

EDAC 699. Thesis. (6 hrs.); I, II, III.

EDAC 699A. Applied Project. (6 hrs.); I, II, III. Prerequisite: admission to Specialist in Education Program and consent of student's committee chairperson.

EARLY CHILDHOOD

EDEC 527. *The Pre-School Child*. (3-1-3); I, II. (Alternate summers with 528.) The principles of growth and development from the prenatal period to age six. Focuses attention on learning experiences for nursery and kindergarten children. (Laboratory experiences are an integral part of this course.)

EDEC 528. *Activities and Materials in Early Childhood Education*. (3-1-3); II, III. (Alternate summers with 527.) Investigates the needs and interests of early childhood and provides opportunities to explore objectives, materials, and techniques of instruction for this age group. (Laboratory experiences are an integral part of this course.)

EDEC 529. *Practicum in Early Childhood Education* (1-4-4); I, II, III. Prerequisites: EDEC 527 and 528; admission to the teacher education program. Students are assigned to a pre-school classroom for observation, participation, and teaching. On-campus seminars are held weekly. (Applications made through the Coordinator of Professional Laboratory Experiences.)

EDEC 599. *Workshop*. (1 to 3 hrs.); I, II, III. Prerequisite: upper division or graduate classification. A workshop for specifically designated task orientation in education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDEC 670. *Directed Research*. (1 to 3 hrs.); I, II, III. Prerequisite: EDUC 600 and permission of instructor. A supervised research investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the research prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final study is required for the department's permanent file of completed research projects.

EDEC 676. *Directed Study*. (1 to 3 hrs.); I, II, III. A supervised investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the study prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final study is required for the department's permanent file of completed projects.

EDEC 699. *Thesis*. (6 hrs.); I, II, III.

ELEMENTARY EDUCATION

EDEL 516. *Educational Data Processing*. (3-0-3); II. Basic concepts pertaining to unit-record equipment and computers. Applications in education, research, and administration. Designed primarily for students without previous data processing instruction.

EDEL 562. *Remedial Reading*. (2-2-3); I, III. (Alternate summers with EDEL 677.) Prerequisite: EDEL 336 or the equivalent. Materials, methods of diagnosing and treating reading difficulties. (Laboratory experiences are an integral part of this course.)

EDEL 599. *Workshop*. (1 to 3 hrs.); I, II, III. A workshop for specifically designed task orientation in elementary education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDEL 622. *Social Studies in Today's Elementary Schools*. (3-0-3); II, III. Investigation of current materials, methods of teaching, and developments in elementary social studies.

EDEL 624. *Practicum in Reading*. (2-5-3); III. Prerequisite: EDEL 562. Supervised practice in working with students who have reading difficulties.

EDEL 626. *Investigations in Reading*. (3-0-3); II, III. Prerequisite: EDEL 336 or the equivalent. A study of current literature and research in the study of reading.

EDEL 627. *Reading in the Elementary School*. (3-0-3); I, II, III. Prerequisite: EDEL 336 or the equivalent. Extensive study of recent trends in materials and methods in teaching reading in the elementary school.

EDEL 628. *Materials and Methods in Reading Instruction*. (3-0-3); II, III. Prerequisite: EDEL 337 or EDEL 576. In-depth study of the innovative materials produced for use in the teaching of reading. Techniques for effectively implementing these materials in the classroom are investigated.

EDEL 630. *Curriculum Construction*. (3-0-3); I, II, III. A study of basic principles of curriculum development in the local school system.

EDEL 632. *Elementary School Curriculum*. (3-0-3); II, III. Implications of the wider goals of elementary education; the relation of each area of learning to the total program, research studies, and promising classroom experiences.

EDEL 670. *Directed Research*. (1 to 3 hrs.); I, II, III. Prerequisite: EDUC 600 and one course from the major. A supervised research investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the research prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final report on the project is required for the department's permanent file of completed projects.

EDEL 671. *Seminar—Problems of the Teacher*. (1-0-1); I, II, III. Individual research problems and thesis; review of current educational research; significant problems in education especially related to the role of the teacher. Oral reports and group discussion.

EDEL 676. *Directed Study*. (1 to 3 hrs.); I, II, III. Prerequisite: EDUC 600 and one course from the major. A guided study of a professional problem. The student must submit a plan describing the nature of the study prior to starting. The format for the plan will be supplied by the instructor upon request. A copy of the final report on the study is required for the department's permanent file of completed projects.

EDEL 677. *Reading in the Content Areas*. (3-0-3). Prerequisite: an approved course in reading. The basic reading ability and study skills needed by elementary and high school students in all types of reading materials. Emphasis is placed on special skills needed for study in science, social studies, mathematics, and literature.

EDEL 680. *History and Philosophy of Education*. (3-0-3); I, II, III. Beginnings of the American system of education; survey of theories of education, factors and forces changing American education philosophies of learning applied to contemporary educational problems.

EDEL 699. *Thesis*. (6 hrs.); I, II, III.

EDEL 699A. *Applied Project*. (6 hrs.); I, II, III. Prerequisite: admission to the Specialist in Education Program and consent of student's committee chairperson.

GUIDANCE AND COUNSELING

EDGC 566. *Introduction to Vocational Rehabilitation Services*. (3-0-3); I, III. History of the vocational rehabilitation movement, legislative efforts, and impact; an overview of the rehabilitation process, roles of rehabilitation professionals in various rehabilitation settings, discussion of values and ethics, and an examination of professional organizations for rehabilitation personnel.

EDGC 567. *Rehabilitation of Special Groups*. (3-0-3); I, III. Prerequisite: EDGC 566 or permission of instructor. In-depth study of various target populations in need of rehabilitation services, including physically disabled, public offenders, delinquents, drug addicts, aged, mentally retarded, and the educationally, socially, and culturally disadvantaged.

EDGC 580. *Measurement Principles and Techniques*. (3-0-3); I, III. Identification of educational objectives associated with test construction; table of specifications; elementary statistics, testing and non-testing procedures. Investigations of major types of tests; administration, scoring, and interpretation of test results.

EDGC 599. *Workshop*. (1 to 3 hrs.); I, II, III. Prerequisite: upper division or graduate classification. A workshop for specifically designated task orientation in education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDGC 617. *Career Education for Elementary Teachers*. (3-0-3); I, III. Study of the philosophical and psychological foundations of career education; the selection and use of available resources; development of units of study and teaching techniques for their infusion into the existing public school curriculum.

EDGC 618. *Career Education for Secondary Teachers*. (3-0-3); I, III. The development of career education in the academic curriculum for secondary teachers. Procedures for instruction in career awareness techniques for secondary teachers and development of career units for instructional purposes will be stressed.

EDGC 619. *Organization and Administration of Career Education*. (3-0-3); II, III. An overview of career education with emphasis on implementation of a school-wide program; understanding of career decision theories and processes.

EDGC 656. *Principles of Guidance*. (3-0-3); I, II, III. History, philosophical principles, and development of the guidance movement; the place of the specialist; guidance and the teacher; present status of guidance meeting the needs of the individual school; objectives, types, and scope of guidance.

EDGC 657. *Psycho-Social Aspects of Disability*. (3-0-3); II, III. Prerequisite: EDGC 566 or permission of instructor. Examine the psycho-social problems of accompanying a disability and common methods of coping with disability; the status and self-concept of the disabled person and attitudes toward disabled persons.

EDGC 662. *Individual Inventory Techniques*. (3-0-3); II. Prerequisite: permission of instructor. Special training in the choice and utilization of achievement and psychological tests and inventories not requiring clinical training; sociometrics, and observational and interview techniques.

EDGC 665. *Program Organization and Informational Services*. (3-0-3); II, III. Organizational goals and procedures in designing a comprehensive program in information services, appraisal, and counseling; relationships of the

counselor with school personnel and with community members and organizations; referral procedures; legal implications for the counselor.

EDGC 666. A, B, C. Techniques of Counseling. (3-0-3); I, III. **Prerequisite:** EDGC 656. Basic philosophies, principles, and procedures in counseling; participation in lab experiences; study of pertinent research.

Section A—For elementary school counselors
Section B—For secondary school counselors
Section C—For community agency counselors

EDGC 667. A, B, C. Group Procedures. (3-0-3); II, III. **Prerequisite:** EDGC 656. Study of theories and principles of individual reaction under stress in group situations and application in group counseling and guidance programs. Groups include the school, the family, and the community.

Section A—For elementary school counselors
Section B—For secondary school counselors
Section C—For community agency counselors

EDGC 669. A, B, C. Practicum in Guidance and Counseling. (1 to 3 hrs.); I, II. **Prerequisite:** EDGC 666 and permission of instructor. Supervised experience in guidance and counseling in groups and on an individual basis.

Section A—For elementary school counselors
Section B—For secondary school counselors
Section C—For community agency counselors
(Applications made through the Director of Professional Laboratory Experiences.)

EDGC 670. Directed Research. (1 to 3 hrs.); I, II, III. **Prerequisite:** EDUC 600 and one course from the major. A supervised research investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the research prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final report on the project is required for the department's permanent file of completed projects.

EDGC 674. Seminar in Guidance and Counseling. (1 to 3 hrs.); I, III. **Prerequisite:** permission of instructor. Group study and discussion of individual research or study of problems having special significance to the field of guidance and counseling.

EDGC 676. Directed Study. (1 to 3 hrs.); I, II, III. **Prerequisite:** EDUC 600 and one course from the major. A guided study of a professional problem. The student must submit a plan describing the nature of the study prior to starting. The format for the plan will be supplied by the instructor upon request. A copy of the final report on the study is required for the department's permanent file of completed projects.

EDGC 678. Internship. (1 to 6 hrs.). Supervised experience in activities appropriate to area of specialization.

EDGC 679. Advanced Practicum. (2 to 6 hrs.); I, II. **Prerequisite:** one year's experience as a qualified counselor; permission of instructor. Supervised practice for counselors desiring a different experience of counseling than that secured in previous training or present work.

EDGC 699. Thesis. (6 hrs.); I, II, III.

EDGC 699A. Applied Project. (6 hrs.); I, II, III. **Prerequisite:** admission to the Specialist in Education Program and consent of student's committee chairperson.

HIGHER EDUCATION

EDHE 635. Curriculum Construction in Higher Education. (3-0-3); II, III. Theoretical and practical basis for curriculum construction and evaluation of curriculum aims and practices of comprehensive two-year colleges; relationship to secondary schools and four-year colleges.

EDHE 640. The Two-Year College in Higher Education. (3-0-3); I, III. Unique role, philosophy and functions of two-year colleges in American education; patterns of organization and administration for academic, business, student personnel, public relations, and development activities.

EDHE 641. Academic and Administrative Problems in Higher Education. (3-0-3); II, III. Selection, assignment, guidance, evaluation, payment, promotion, and retirement of academic personnel, organization and development of curricular policies, and instructional resources.

EDHE 642. Student Personnel in Higher Education. (3-0-3); I, II. Principles of organization and administration of personnel programs and services in higher education.

EDHE 643. Seminar in Higher Education. (1 to 3 hrs.); II, III. Group study on issues in higher education.

EDHE 670. Directed Research. (1 to 3 hrs.); I, II, III. **Prerequisite:** EDUC 600 and one course from the major. A supervised research investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the research prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final report on the project is required for the department's permanent file of completed projects.

EDHE 676. Directed Study. (1 to 3 hrs.); I, II, III. **Prerequisite:** EDUC 600 and one course from the major. A guided study of a professional problem. The student must submit a plan describing the nature of the study prior to starting. The format for the plan will be supplied by the instructor upon request. A copy of the final report on the study is required for the department's permanent file of completed projects.

EDHE 678. Internship. (1 to 6 hrs.). Supervised experience in activities appropriate to area of specialization.

EDHE 699. Thesis. (6 hrs.); I, II, III.

EDHE 699A. Applied Project. (6 hrs.); I, II, III. **Prerequisite:** admission to the Specialist in Education Program and consent of student's committee chairperson.

LIBRARY SCIENCE INSTRUCTIONAL MEDIA

LSIM 500. Public Libraries. (3-0-3); on demand. An introduction and analysis of the public library; studies of the public library objectives, services provided, and techniques employed to achieve the objectives. Attention is given to Kentucky public library trends, management, services, and special problems.

LSIM 510. Public Library Practice. (3 hrs.); on demand. **Prerequisite:** LSIM 500. Designed to provide the prospective public librarian with the opportunity to apply and test his or her knowledge, understandings, and skills with the end result a balance in the professional, technical, and clerical aspects of the public library. The prospective public librarian develops, through actual experiences and under competent supervision, an understanding and appreciation of the total program and the public library's relationship to it, along with an understanding of the community. (Application made through the Coordinator of Professional Laboratory Experiences.)

LSIM 511. Cataloging and Classification. (3-0-3); I. **Prerequisite:** skill in typing. The central purpose is to develop the ability to organize books and materials for access in a standard form according to the demands and needs of the individual library. Dewey Decimal Classification, Sears subject headings, and principles of simplified cataloging of books and non-book materials are the major content areas presented in the course.

LSIM 521. Literature and Materials for Young People. (3-0-3); I, III. An investigation of reading interests and needs of young people grades 7 through 12 with emphasis on criteria for selection and evaluation of materials, both technical and literary qualities, and methods for the utilization of such materials.

LSIM 522. Literature and Materials for Adults. (3-0-3); II. An investigation of adult reading interests and the library's role in adult education with consideration of services offered to the culturally disadvantaged and the physically handicapped. Students are given the opportunity to read and discuss the "popular book" and practice in the writing of book reviews.

LSIM 523. Reference and Bibliography. (3-0-3); II. A thorough investigation of the most significant basic titles in a general reference collection and experience in compiling a bibliography. The course is organized by the types of reference materials: encyclopedias, bibliographies, yearbooks, indexes, etc. The emphasis is placed upon reference service in schools, academic, and public libraries.

LSIM 547. Utilization of Educational Television. (3-0-3); I, II, III. **Prerequisite:** upper division standing. The use of television in the classroom. The history and background of ETV; how a telecourse is developed; personnel needed; examples of telelessons and their use by outstanding teachers.

LSIM 550. Message Design and Production. (3-0-3); I, III. The design, production, and evaluation of instructional messages and message systems. Through task analysis, the student shall first identify and design examples of instructional messages using principles of effective communication theory. The student will then produce the communication in AV form using appropriate graphic production techniques. The student will finally evaluate and revise the communication product through evaluative tryouts with target groups.

LSIM 577. School Media Library Practicum II. (0-10-4); I, II. **Prerequisites:** Education 209, 210 and admission to the Teacher Education Program. A continuation and expansion of Library Science 477 and is taken concurrently with that course in all but unusual cases. The two courses comprise the practicum portion of the professional semester for students in the school media librarian's certification program. (Application made through the Coordinator of Professional Laboratory Experiences.)

LSIM 581. Individualized Learning Systems. (3-0-3); II, III. An introduction to basic individualized learning systems; how they are designed, produced, and utilized. The student shall design and produce examples of learning activity packets and programmed instructional materials. Technological applications for individualizing learning such as programmers and portable computers will also be covered.

LSIM 582. Audiovisual Aids in Instruction. (3-0-3); I, III. **Prerequisite:** upper division standing. Overview of the instructional media in use in up-to-date

schools. Lectures, demonstrations, and practical applications of widely available audiovisual equipment, materials, and methods are used.

LSIM 583. Producing Audiovisual Materials. (3-0-3); I, III. **Prerequisite:** LSIM 582 or equivalent. Production of various types of audiovisual materials with emphasis upon still photography (slides-prints), motion picture photography, audio production, and classroom television production.

LSIM 588. Educational Gaming and Simulation. (3-0-3); I, III. An introduction to the design, production, utilization, and evaluation of educational games and simulations. The student shall produce an educational game and an educational simulation of his or her own design which will be evaluated and revised by tryout with selected target groups.

LSIM 599. Library Media Workshop. (1 to 6 hrs.); on demand. Subject matter and length of time vary; prerequisites determined for each. May be repeated but not to exceed a total of six hours.

SECONDARY EDUCATION

EDSE 576. Reading in the Secondary School. (2-2-3); I, II, III. Emphasis is centered around reading instruction in the junior high and high school. Materials are included for instruction and studies of the administrative problems involved. (Laboratory experiences are an integral part of this course.)

EDSE 590. Supervision of Teaching Practicum. (1 to 3 hrs.); I, II, III. **Prerequisite:** Teacher Certificate. Basic principles and procedures in the techniques of supervision of student teachers. Designed to prepare teachers to become supervising teachers who provide the professional laboratory experiences during student teaching.

EDSE 599. Workshop. (1 to 3 hrs.); I, II, III. **Prerequisite:** upper division or graduate classification. A workshop for specifically designated task orientation in education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDSE 633. Systematic Instructional Development. (3-0-3); **Prerequisite:** admission to graduate program. A time concentrated 40 hour sequence presented in five days with eight hours of instruction per day. The course presents an instructional development system from the definition through development and evaluation stages. Nine major instructional development functions are explored in depth.

EDSE 634. Secondary School Curriculum. (3-0-3); I, II, III. A course designed to acquaint the teacher, supervisor, and administrator with the nature, development, and organization of the secondary school curriculum.

EDSE 670. Directed Research. (1 to 3 hrs.); I, II, III. **Prerequisite:** EDUC 600 and permission of instructor. A supervised research investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the research prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final study is required for the department's permanent file of completed research projects.

EDSE 671. Seminar—Problems of the Teacher. (1-0-1); I, II, III. Individual research problems and thesis; review of current educational research; significant problems in education especially related to the role of the teacher. Oral reports and group discussion.

EDSE 676. Directed Study. (1 to 3 hrs.); I, II, III. A supervised investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the study prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final study is required for the department's permanent file of completed projects.

EDSE 677. Reading in the Content Areas. (3-0-3). **Prerequisite:** an approved course in reading. The basic reading ability and study skills needed by elementary and high school students in all types of reading materials. Emphasis is placed on special skills needed for study in science, social studies, mathematics, and literature.

EDSE 683. The American Secondary School. (3-0-3); I, II, III. Traces the development of the American secondary school, identifying historical and philosophical influences upon this development; related current practices to their historical bases; examines present-day trends and innovations.

EDSE 699. Thesis. (6 hrs.); I, II, III.

SPECIAL EDUCATION

EDSP 537. Educational Assessment of Exceptional Children. (2-2-3); I, II, III. Assessment methodology relating to the identification of behavioral deficits and excesses of students which lessen their performance level in one or more core academic subject areas.

EDSP 547. The Trainable Mentally Handicapped. (3-0-3); II. The etiology and symptomatology of trainable mentally handicapped children. Assessment procedures appropriate for use with children who are severely to profoundly mentally handicapped.

EDSP 550. Nature and Needs of Exceptional Children. (3-0-3); I, II, III. **Prerequisite:** EDSP 230. The physical, psychological, and educational needs of

educable and trainable mentally retarded children; research pertaining to the nature and needs of the mentally retarded; ways of developing maximum abilities.

EDSP 551. Curriculum for Pre-School Exceptional Children. (2-2-3); I, II, III. **Prerequisite:** EDSP 230 and 550. Designed to prepare the teacher to work with pre-school children having handicapping conditions. Curriculum procedures involving perceptual-motor activities, prosthetic devices, and system approaches in special education will be featured.

EDSP 552. Learning Disabilities. (3-0-3); I, III. An examination of psychological, medical, and educational literature with survey, clinical, and experimental work concerning a specific learning disorder.

EDSP 553. Curriculum for Secondary Exceptional Children. (2-2-3); I, II, III. **Prerequisite:** EDSP 230 and 550. Designed to prepare the teacher of exceptional children to develop procedures for modifying curriculum to include concepts related to preparation of exceptional children for employment. Vocational and career education instructional methods and materials will be explored along with the establishment and implementation of work-study programs for exceptional children.

EDSP 555. Teaching Children with Learning and Behavior Disorders. (2-2-3); I, II, III. **Prerequisite:** EDSP 230 and 550. A consideration of curriculum sequence as specialized methods of instruction, applicable to handicapped learners in classes for educable mentally retarded. The construction, use, and adaptation of materials by teachers who are working with retarded children.

EDSP 556. Teaching the Mentally Handicapped. (2-2-3); II. **Prerequisite:** EDSP 547 and EDSP 550. Application of methods and materials for teaching the trainable mentally retarded. The construction and use of instructional aids to be used with the retarded individual.

EDSP 557. Curriculum for Elementary Exceptional Children. (2-2-3); I, II, III. **Prerequisite:** EDSP 230 and 550. Designed to prepare the teacher to develop curriculum for exceptional children that integrates the use of prosthetic devices and equipment, parent counseling, and utilization of special education support services with the school program.

EDSP 558. Learning Disabilities Methodology. (2-2-3); I, II, III. **Prerequisite:** EDSP 552. Application of materials and methods (including the construction of instructional aids) for teaching the student with learning disabilities.

EDSP 581. Introduction to Educational Statistics. (2-2-3); II, III. An introductory study of the applications of statistical and graphical methods to educational and psychological data. Includes areas of descriptive and inferential statistics that apply to educational research.

EDSP 599. Workshop. (1 to 3 hrs.); I, II, III. A workshop for specifically designated task orientation in special education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

EDSP 601. Survey of Exceptional Children. (3-0-3); I, II, III. The study of personality theory and psychopathology, developmental problems of exceptional children, and educational characteristics and needs of exceptional children.

EDSP 602. Speech and Language Problems. (3-0-3); I, II, III. Defines various speech and language problems and their causal factors at the elementary and secondary school level. Presents methods for the analysis, prevention, and correction of these problems.

EDSP 603. Assessment Methodology for the Handicapped. (2-2-3); II, III. **Prerequisite:** EDSP 537. Testing and assessment procedures utilized with traditional categorical approaches in special education. Principles of norming and scaling are included.

EDSP 604. Resource Concept for the Handicapped. (3-0-3); I, II, III. **Prerequisite:** EDSP 230 or 601. Fundamental concepts regarding implementing and managing the resource room at both the elementary and secondary school levels.

EDSP 605. Programs for Young Handicapped Children. (2-2-3); I, II, III. **Prerequisite:** EDSP 551. Program applications for three to six year old handicapped children, including identification procedures and parent involvement techniques.

EDSP 606. Communication Disorders. (3-0-3); I, II, III. **Prerequisite:** EDSP 320 or 602. Procedures and methods for working with the speech and language handicapped child in a public or private school setting.

EDSP 607. Employability of the Handicapped. (3-0-3); I, II, III. **Prerequisite:** EDSP 230 or 601. Career exploration and preparation programming for secondary students who have special learning needs.

EDSP 655. Teaching the Exceptional Child. (Three hours for each subsection of the course); I, II, III. **Prerequisite:** consent of instructor. A—Educable Mentally Handicapped. B—Trainable Mentally Handicapped. C—Gifted. D—Emotionally Disturbed. E—Learning Disabilities.

Evaluation and practice in the use of materials, methods, and curricula sequences for special class children. Emphasis is placed on adapting learning environments related to language, art, social skills, quantitative operations,

health, and creative activities to meet the demands of children with special learning disorders or talents.

EDSP 668. Organization of Special Classes. (2-2-3); II, III. **Prerequisite:** consent of instructor. The relation between the special class teacher and students within the matrices of the larger school community. Techniques of parental counseling and introduction of the students into the work and social aspects of the larger community.

EDSP 670. Directed Research. (1 to 3 hrs.); I, II, III. **Prerequisite:** EDUC 600 or equivalent and permission of instructor. An independent research study of a professional problem in special education. A proposal describing the methodology and purpose of the study is required prior to enrollment in the course. A copy of the final study is required for the department's permanent file of completed research projects.

EDSP 675. Practicum in Special Education. (3 to 6 hrs.); I, II, III. Supervised practice in working with specific groups of exceptional children in educational, clinical, or institutional settings using a holistic, multi-discipline approach to therapy and/or prescriptive teaching. (Application made through the Coordinator of Professional Laboratory Experiences.)

EDSP 676. Directed Study. (1 to 3 hrs.); I, II, III. **Prerequisite:** permission of instructor. A directed study, not requiring a research design, of a professional problem in special education. A proposal describing the purpose of the study is required prior to enrollment in the course. A copy of the final report on the project is required for the department's permanent file of completed projects.

EDSP 678. Internship. (1 to 6 hrs.). Supervised experience in activities appropriate to area of specialization.

EDSP 699. Thesis. (6 hrs.); I, II, III.

PROFESSIONAL EDUCATION

EDUC 600. Research Methods in Education. (3-0-3); I, II, III. Selection, delineation, and statement of a research problem, techniques of bibliography building, methods of organization, recognized methods of investigation, application of statistical methods to research problems, and style-standards for research writing.

EDUC 610. Advanced Human Growth and Development. (3-0-3); I, II, III. **Prerequisite:** PSY 154 or 155 and EDEL 210 or EDSE 310. The developmental processes in childhood and adolescence. Application of principles of development, research findings, and theory of human behavior. (Same as PSY 610.)

EDUC 582. Discipline and Classroom Management. (3-0-3); I, II, III. A course designed to provide assistance in establishing an organized, well-managed classroom. Emphasis on available options and alternatives in dealing with the disruptive student in the classroom.

HEALTH, PHYSICAL EDUCATION, AND RECREATION

Health

HLTH 508. Principles of General School Safety. (3-0-3); I, II. A review of principles and practices in establishing and maintaining a healthful and safe school environment.

HLTH 518. Use and Abuse of Drugs. (3-0-3); I, II, III. Designed to survey the field of psychoactive drugs with particular emphasis on the behavioral effects of these agents.

HLTH 576. Special Problems in Health. (1 to 3 hrs.); I, II. **Prerequisite:** upper division or graduate classification. This course is designed to meet the special needs of individual students. An intensive study of approved specific problems from the area of health, physical education, and recreation, under the direction of the instructor.

HLTH 599. Workshop. (1 to 3 hrs.); I, II, III. A workshop for specifically designated task orientation in health. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

HLTH 601. School Health Services. (2-0-2); I, alt. III. **Prerequisite:** 12 hours of undergraduate credit in health. Seminar approach to the total program of public health in the school; education for health, administration, ecology, management, improvement.

HLTH 612. Public Health Service. (2-0-2); II, alt. III. **Prerequisite:** 12 hours of undergraduate credit in health. Seminar approach to the total program of public health: history and philosophy, administration, service, future.

HLTH 614. Principles of Epidemiology. (2-2-3); I. **Prerequisite:** HLTH 612. Ecology and causes of diseases; factors influencing occurrence of diseases; critical incidents in epidemiology, epidemiologic investigations.

HLTH 670. Directed Research. (1 to 3 hrs.); I, II, III. **Prerequisite:** EDUC 600 and permission of instructor. A supervised research investigation of a professional problem. The student must submit a proposal describing the nature

and procedure of the research prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final study is required for the department's permanent file of completed research projects.

HLTH 676. Directed Study. (1 to 3 hrs.); I, II, III. A supervised investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the study prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final study is required for the department's permanent file of completed projects.

HLTH 678. Internship. (1 to 6 hrs.); on demand. Supervised experience in activities appropriate to area of specialization.

HLTH 699. Thesis. (6 hrs.); I, II, III. **Prerequisite:** approval of thesis topic by thesis committee. Maximum of six hours allowed.

Physical Education

PHED 576. Special Problems in Physical Education. (1 to 3 hrs.); I, II. **Prerequisite:** upper division or graduate classification. This course is designed to meet the special needs of individual students. An intensive study of approved specific problems from the area of health, physical education, and recreation, under the direction of the instructor.

PHED 599. Workshop. (1 to 3 hrs.); I, II, III. A workshop for specifically designated task orientation in physical education. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

PHED 600. Current Problems in Physical Education. (2-0-2); I, III. The purpose of this course is to identify, evaluate, and propose solutions for problems confronted by individuals and groups who are concerned with health, physical education, and recreation.

PHED 601. Tests and Measurements in Health, Physical Education, and Recreation. (3-0-3); I, III. Advanced principles of evaluation in health, physical education, and recreation.

PHED 604. History and Principles of Physical Education. (3-0-3); I. Development of physical education; analysis of its aims, objectives, and principles.

PHED 605. Planning Facilities for Physical Education. (2-0-2); II. A study of school facilities, equipment, site selection, building plans, and equipment placement in programs of health, physical education, and recreation.

PHED 606. Physiological Effects of Motor Activity. (3-0-3); I, II, III. Physiological changes resulting from motor activity. Familiarization with, and use of, the various instruments and devices for measuring physiological changes in the body.

PHED 608. Analysis of Motor Skills. (3-0-3) I. Applications of the principles of physics to the various skills in motor activities.

PHED 610. Readings in Health, Physical Education, and Recreation. (2-0-2); I, III. Extensive guided reading to further acquaint the student with the total area of health, physical education, and recreation.

PHED 612. Curriculum Construction in Elementary Physical Education. (2-0-2); I, II. An evaluation of the curriculum of the elementary school in relation to the needs of the pupil in the area of health, physical education, and recreation; curricular planning to meet these needs.

PHED 615. Physical Education for the Exceptional Child. (2-0-2); II, III. Diagnosing the abnormal child in relation to individual needs and capabilities in the areas of physical education and recreation in the rehabilitation or development of the abnormal child.

PHED 616. Foundations and Trends in Health, Physical Education, and Recreation. (2-0-2); I, III. Physiological, psychological, sociological, and scientific foundations of health, physical education, and recreation. Current trends in health, physical education, and recreation.

PHED 625. Adaptions of Muscular Activity. (2-2-2); II, III. **Prerequisite:** PHED 575. Advanced study of physical education for the exceptional student. Organization and administration of adapted physical education programs; program planning, principles, and techniques, evaluation.

PHED 670. Directed Research. (1 to 3 hrs.); I, II, III. **Prerequisite:** EDUC 600 and permission of instructor. A supervised research investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the research prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final study is required for the department's permanent file of completed research projects.

PHED 676. Directed Study. (1 to 3 hrs.); I, II, III. A supervised investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the study prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final study is required for the department's permanent file of completed projects.

PHED 678. Internship. (1 to 6 hrs.). Supervised experience in activities appropriate to area of specialization.

PHED 699. Thesis. (6 hrs.); I, II, III. **Prerequisite:** Approval of thesis topic by thesis committee. Maximum of six hours allowed.

Recreation

REC 522. Park Management and Resource and Operation. (3-0-3); I, II. This course is a study of the theory and current practices involved in the effective management and operation of parks and recreation areas, with emphasis on management policies and procedures for efficient operation. A point of primary emphasis would be practical work with local, state, and federal park systems and personnel to apply the theoretical knowledge in a practical situation.

REC 528. Camping Administration. (2-0-2); I, II. This course considers the multitude of details necessary in the successful administration and organization of the camp—those things necessary to carry out the plans that have been set up for the camp.

REC 536. Fiscal Management in Parks and Recreation. (3-0-3); I, II. This course considers such things that are peculiar to recreation and park administration as tax structures, budgets, the budget preparation procedure, projecting financial aspects of recreation, and things necessary to handle properly the financial affairs in the recreation and park field.

REC 576. Special problems in Recreation. (1 to 3 hrs.); I, II. Prerequisite: upper division or graduate classification. Designed to meet the special needs of individual students. An intensive study of approved specific problems from the area of recreation under the direction of the instructor.

REC 580. Outdoor Interpretation. (2-2-3); II, III. Procedures for conducting and supervising naturalist and outdoor interpretive programs.

REC 585. Programs and materials for Therapeutic Recreation. (0-2-3); I, II. An in-depth study of the programs and materials used in therapeutic recreation. Considers various devices, activities, and materials that can be used in programs for individuals. Practical work with individuals in therapeutic situations will be stressed.

REC 599. Workshop. (1 to 3 hrs.); I, II, III. A workshop for specifically designated task orientation in recreation. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

REC 620. Graduate Seminar in Recreation. (1-0-1); I, II. This course is to be used to discuss and talk about varying topics in the profession of recreation. Fundamentally, this course will be used to pull the things together for the students and get them ready to actively pursue the finding of a position in the profession of recreation.

REC 624. Evaluative Techniques in Parks and Recreation. (2-0-2); I, II. This course is a study of the evaluative process in parks and recreation situations, and includes the criteria for selection of evaluative tools, statistical treatment and interpretation of data, as well as those measurement instruments that have to do with community and area surveys that also involve the projection of need and use for park and recreation facilities and programs.

REC 625. Community/School Recreation. (3-0-3); I, II. This course considers the factors and background necessary for the successful conduct of the school/college recreation program, including the various factors involved in conducting the intramural programs. It considers the leisure life of the students in both organized activities and free-time or leisure pursuits.

REC 630. Programs in Recreation. (2-0-2); II, III. A study of the different media through which recreation is presented. Sponsoring groups, personnel, administration, organization, facilities, finances, maintenance, equipment, supplies, and promotion.

REC 635. Organization and Administration of Intramural Activities. (2-0-2); II, III. The history and philosophy of intramural activities; the relationship of intramural activities to education, physical education, and recreation.

REC 640. Recreation in the Senior Years. (2-0-2); I, III. A study of the needs of older people with the implications for recreation programs and activities, in addition to the practical application of these ideas and programs.

REC 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: EDUC 600 and permission of instructor. A supervised research investigation of a professional problem. The student must submit a proposal describing the nature and procedure of the research prior to starting. The format for the proposal will be supplied by the instructor upon request. A copy of the final study is required for the department's permanent file of completed research projects.

REC 699. Thesis. (6 hrs.); I, II, III. Prerequisite: approval of thesis topic by thesis committee. Maximum of six hours allowed.

PSYCHOLOGY

PSY 521. Physiological Psychology. (3-0-3); II. Prerequisite: PSY 154. Physiological mechanisms of normal human and animal behavior. Anatomy and physiology relevant to the study of sensory and motor functions, emotion, motivation, and learning.

PSY 554. Seminar in Social Psychology. (3-0-3); II. Prerequisite: PSY 154 or consent of instructor. An intensive examination of the research methods and theory in modern social psychology.

PSY 555. Environmental Psychology. (3-0-3); II. Prerequisite: PSY 154. The study of the ways in which social and physical environments affect human behavior. Direct effects of physical settings on behaviors, individual utilization of various physical settings, analysis of personnel space utilization, and other nonverbal behaviors are examined.

PSY 556. Introduction to Clinical Psychology. (3-0-3); I. Prerequisite: PSY 154. A survey of basic theoretical issues and research in the areas of assessment and psychotherapy, ethical, legal, and other professional problems in clinical psychology. Emphasis on clinical aspects of the school psychologist's functions in working with school age children.

PSY 558. Psychological Testing. (3-0-3); II. Prerequisite: PSY 154. A general introduction to psychological testing. Topics covered include interest inventories, measurement and evaluation of personality, proficiency, performance, attitudes, temperament, aptitude, capacity, and intelligence through use of group assessment instruments used in psychological research, guidance, education, social research, business, and industry.

PSY 559. Behavior Modification. (2-2-3); II, III. Prerequisite: PSY 154. Operant learning principles that govern human behavior will be applied to the modification of behavior in the school setting. The course is designed to give experience in dealing with behavioral problems in the classroom and other settings. (Laboratory experiences are an integral part of this course.)

PSY 575. Selected Topics. (2-2-3); Prerequisite: consent of instructor. Various methods courses in instrumentation and data reduction, innovation and research design, directed study of special problems in psychology, various application courses, and others.

PSY 576. Seminar in Developmental Research. (3-0-3); II. Prerequisite: PSY 156 and 381 or consent of instructor. An intensive examination of research in contemporary developmental psychology. Emphasis on reading and evaluating current journal articles and designing research projects.

PSY 582. Experimental Psychology II. (2-2-3); II. Prerequisite: PSY 381 or consent of instructor. A continuation of PSY 381. This course includes theory, original psychological experimentation by the student, laboratory method, and data analysis. (Laboratory experiences are an integral part of this course.)

PSY 583. Sensory Psychology. (3-0-3); I. Prerequisite: PSY 154. The study of the biological and the physical bases of sensory experience. Presentation of a psychophysical data and basic techniques for scaling of sensation. Coverage of all sensory systems with primary emphasis on vision and audition.

PSY 584. Perception. (2-2-3); III. An examination of the role of perception as an information extraction process. Includes the constancies, space perception, illusions, and the influences of learning and experience on the development of perception. (Laboratory experiences are an integral part of this course.)

PSY 585. Systems and Theories. (3-0-3); I. Prerequisite: PSY 154 and EDSP 581 or MATH 353. An intensive study of the more influential historical systems of psychology, including structuralism, functionalism, associationism, behaviorism. Gestalt psychology and psychoanalysis, and a treatment of contemporary developments.

PSY 586. Motivation. (2-2-3); II. Prerequisite: PSY 154. A consideration of the basis of human and animal motivation in relation to other psychological processes. (Laboratory experiences are an integral part of this course.)

PSY 589. Psychology of Learning. (3-0-3); I, III. Prerequisite: PSY 154. The fundamental principles of learning, including acquisition, retention, forgetting, problem solving, and symbol formation; experimental studies; the application of principles to practical problems in habit formation, development of skills, remembering, and logical thinking.

PSY 590. Abnormal Psychology. (3-0-3); I, II, III. Prerequisite: PSY 154. The psychology, behavior, and treatment of individuals having superior or inferior mental abilities; perceptual handicaps, orthopedic problems, and behavioral disorder, and the general methods of facilitating growth, therapy, and research in this area.

PSY 591. Application of SPSS to the Life Sciences. (1-1-1); I. Prerequisite: MATH 353 or EDSP 581 or consent of instructor. Application of descriptive and inferential statistics by SPSS computer package for data analyses in the life sciences.

PSY 592. Application of BMD to the Life Sciences. (1-1-1); I. Prerequisite: MATH 353 or EDSP 581 or consent of instructor. Application of descriptive and inferential statistics by BMD computer package for data analyses in the life sciences.

PSY 593. Application of SAS to the Life Sciences. (1-1-1); I. Prerequisite: MATH 353 or EDSP 581 or consent of instructor. Application of descriptive and inferential statistics by SAS computer package for data analyses in the life sciences.

PSY 599. Workshop. (1 to 3 hrs.); I, II, III. A workshop for specifically designated task orientation in psychology. May be repeated in additional subject areas. A maximum of six semester hours may be earned under this course number.

PSY 600. Seminar. (1 to 9 hrs.). Prerequisite: Consent of instructor. May be

repeated for a maximum of nine hours.

PSY 609. Educational Psychology. (3-0-3); II, III. Advanced and applied study of the nature of learning, evaluation of learning, outcomes, and the characteristics and development of students and teaching methods.

PSY 610. Advanced Human Growth and Development. (3-0-3); I, II, III. Prerequisite: PSY 154 and EDEL 210 or EDSE 310. A study of the developmental processes in childhood and adolescence. Application of principles of development, research findings, and theory of human behavior. (Same as EDUC 610.)

PSY 621. Advanced Physiological Psychology. (2-2-3); II. Prerequisite: PSY 154 and PSY 521. Interaction of physiology and behavior, including the study of the peripheral and central nervous system as they relate to motor coordination and reflex processes.

PSY 633. Personality Theory. (3-0-3); II. Prerequisite: PSY 154 and consent of instructor. An examination of theories of personality. The relation of current theories to psychological research will be examined.

PSY 634. Learning Theory. (3-0-3); I. Prerequisite: PSY 154. An examination of theories of learning and the relationship of these theories to psychological research.

PSY 657. Mental Measurements I. (1-5-3); I. Prerequisite: admission to graduate study in psychology. Types of psychometric and objective methods for the measurement of mental ability and behavior. Special emphasis on training students to evaluate ability and transmit data on learning and behavior problems of clients to other professionals and school personnel.

PSY 658. Mental Measurements II. (1-5-3); II. Prerequisite: PSY 657. A continuation of PSY 657. Increased emphasis on evaluation procedures.

PSY 661. Introduction to Projective Techniques. (1-5-3); I. Prerequisite: admission to graduate study in psychology. Projective tests as instruments for collecting thought contents, attitudes, and feelings; their use in clinical diagnosis of therapy. Practice in administering, scoring, and interpretation.

PSY 662. Advanced Projective Techniques. (1-5-3); II. Prerequisite: PSY 661. A continuation of Psychology 661.

PSY 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: course in statistics or experimental psychology and consent of instructor. An independent research study of a topic in psychology. A proposal, conforming to the American Psychological Association Publication Manual style and describing the purpose and methodology of the study, is required prior to enrollment in the course. A copy of the final study is required for the department's permanent file of completed research projects.

PSY 672. Practicum. (2 to 12 hours); I, II, III. Prerequisite: Consent of instructor required. Placement of school-clinical students in school and clinical settings for direct services to clients under qualified supervision.

PSY 673. Clinical Methods. (1-5-3); I, II. Prerequisite: Consent of instructor required. Techniques and theories of the psychotherapeutic and psychodiagnostic processes. Intensive use of projective and objective instruments with pre-school and school age populations. Open only to advanced students in the school clinical program.

PSY 676. Directed Study. (1 to 3 hrs.); I, II, III. Prerequisite: Consent of instructor. A directed study, not requiring a research design, of a topic in psychology. A proposal describing the purpose of the study is required prior to enrollment in the course. A copy of the final report on the project is required for the department's permanent file of completed projects.

PSY 678. Internship. (2 to 12 hours); I, II, III. Prerequisite: Consent of instructor required. Placement of advanced graduate student in the school-clinical program in school and clinical settings for internship under qualified supervision. Minimum of six hours of credit required.

PSY 690. Psychological Research. (1 to 9 hours); I, II, III. Prerequisite: Consent of instructor required. A seminar research design and problems course to explore in depth specific areas of research related to the student's principal professional objective.

PSY 699. Thesis. (6 hrs.). Permission of advisor required.

School of Humanities

Departments

Art
Communications
Languages and Literature
Music
Philosophy

Degrees

Master of Arts in Communications

Journalism

Radio-Television

Speech

Theatre

Master of Arts in English

Master of Music

Music Education

Music Performance

Master of Arts in Art

The Master of Arts in Art degree is available in two options: art education or studio art.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or its equivalent in art.
3. A minimum standing of 3.0 at the undergraduate level in art.
4. Submission of an acceptable portfolio.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Those applicants who elect an option in art education may choose to take nine hours credit in the School of Education.
3. Those candidates who elect a studio option for the degree must take a minimum of 25 hours in studio art.
4. All candidates for the degree must complete six hours in art history, the graduate seminar in art, and six hours of drawing at the graduate level.
5. Those candidates electing the art education option must complete an approved thesis or monograph.
6. Candidates electing the emphasis in studio art must have a one-man exhibit of work completed at the graduate level in studio art.
7. All candidates will defend their theses or their exhibitions.

Master of Arts In Communications

The Master of Arts in Communications provides for an emphasis in the fields of journalism, radio-television, speech, and theatre, or a dual emphasis in any two of these fields.

Requirements for Admission

1. General admission to graduate study at the University.
2. Fifteen semester hours (or equivalent) of coursework in a communication-related discipline.
3. Professional work experience may substitute for a lack of required undergraduate work in communications.
4. Minimum grade-point average of 3.0 (on a 4.0 scale) on all undergraduate communication course work above the freshman level.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. If the option selected requires a thesis, it may take the form of either a creative or a research thesis. A creative thesis may be an original work such as a script, production, or design project related to the area of interest.
3. No more than 10 graduate hours in any combination of the following courses may count toward degree completion. Each of these is available in the academic areas of journalism, radio-television, speech, and theatre: COMM 539, Cooperative Study; COMM 647, Internship; COMM 670, Directed Research; and COMM 676, Directed Study.
4. Emphasis on either one or a combination of two of the following areas of academic specialization: journalism, radio-television, speech, or theatre.

PLAN A

Single Emphasis with Thesis

	Sem. Hrs.
COMM 600—Research Methods in Communications	3
COMM 605—Psychology of the Communication Processes	3
COMM 610—Readings in Communication	3
COMM 615—Applied Communication Research	3
COMM 620—Communication Seminar	3
Area of Specialization	12
Thesis	6
	33

PLAN B

Single Emphasis without Thesis

	Sem. Hrs.
COMM 600—Research Methods in Communications	3
COMM 605—Psychology of the Communication Processes	3
COMM 610—Readings in Communication	3
COMM 615—Applied Communication Research	3
COMM 620—Communication Seminar	3
Area of Specialization	15
Electives	3
	33

PLAN C

Dual Emphasis without Thesis

	Sem. Hrs.
COMM 600—Research Methods in Communications	3
COMM 605—Psychology of the Communication Processes	3
COMM 610—Readings in Communication	3
COMM 615—Applied Communication Research	3
COMM 620—Communication Seminar	3
First Area of Specialization	12
Second Area of Specialization	9
	36

Master of Arts in English

The Master of Arts in English provides for varying degrees of emphasis in American literature, English literature, and linguistics.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in English.
3. A minimum standing of 3.0 on all undergraduate English courses above the freshman level.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Six hours must be in each of two areas of English studies (American literature, English literature, linguistics, writing).
3. ENG 603. Bibliography.
4. One of the following two options:
 - A. A minimum of 30 hours of graduate credit, at least 24 in English, and not more than 6 in one other field, with the following options:
 - (1) a thesis (6 hours) with an oral examination defending it, and a reading knowledge of a foreign language; or
 - (2) a thesis (6 hours) with an oral examination defending it, and a general written examination; or
 - (3) a general written examination, a reading knowledge of a foreign language, and ENG 500; or
 - (4) an additional three hours in English (a total of 33) with a general written examination and ENG 500.

B. To qualify for a standard certificate: a minimum of 34 hours of graduate credit, 24 in English and 10 approved in professional education, with a general written examination and ENG 500.

Master of Music

The Master of Music degree is offered with major fields of study in performance and music education.

Requirements for Admission

1. General admission to graduate study.
2. Completion of a bachelor's degree in music or its equivalent.
3. A minimum standing of 3.0 on all undergraduate music courses above the freshman level.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy general degree requirements.
2. Completion of entrance examinations in music and one of the following options:

Emphasis on Performance

	Sem. Hrs.
Applied Music	8
Graduate Recital	2
Independent Study (related to performance area)	1-3
Studies in Musical Style	3
Seminar in Music Research	3
Electives in music history and literature	6
Electives	5-7
	30

(Music electives may be chosen without limitation except for applied music, in which a maximum of eight semester hours in the major performing area may be taken. A maximum of six hours from disciplines other than music may be taken.)

Emphasis on Music Education

	Plan	A	B	C
Applied Music		2	4	2
Studies in Musical Style		3	3	3
Seminar in Music Research		3	3	3
Foundations of Music Education		3	3	3
Psychology of Music		2	2	2
Independent Study		0	1-3	3
Graduate Recital*		0	2	0
Thesis		6	0	0
Electives in music history and literature		4	4	4
Electives		7	6-8	10
		30	30	30

(Music electives may be chosen without limitation except for applied music, in which a maximum of eight semester hours in the major performing area may be taken. A maximum of six hours from disciplines other than music may be taken.)

*The graduate recital may be given in composition or conducting as well as other performance areas, with the approval of the graduate faculty in these areas. In this case a minimum of two hours in applied music is required, along with at least four hours of course work in composition or conducting.

Certification

A student who is following a Master of Music degree program may qualify for the Kentucky Standard Certificate (provided he or she holds, or is eligible to hold, a provisional certificate.) A student who expects to meet certification requirements in another state should contact the certification authority in that state to determine specific requirements. In order to qualify for the Kentucky Standard Certificate a minimum of 9 hours of credit must be earned in courses selected from the following two areas:

	Sem.	Hrs.
a. Music Education		
578 Teaching of Percussion	2	2
579 Marching Band Workshop	2	2
595 Voice Pedagogy	3	3
616 Teaching of Strings	2	2
625 Psychology of Music	2	2
653 Teaching of Woodwinds	2	2
656 Teaching of Brasses	2	2
661 Teaching of General Music	2	2
680 Seminar in Music Research	3	3
681 Foundations of Music Education	3	3
b. Education		
600 Research Methods in Education	3	3
609 Advanced Educational Psychology	3	3
610 Advanced Human Growth & Development	3	3
630 Curriculum Construction	3	3
632 Elementary School Curriculum	3	3
634 Secondary School Curriculum	3	3
680 History & Philosophy of Education	3	3

Music Fees

One half-hour private lesson per week, per semester	\$30.00
Each additional half-hour private lesson per week, per semester	30.00
Instrumental rental fee	3.00
Recital fee	60.00

Private Applied Music

A graduate student usually takes private instruction only in a major instrument or voice. Under certain conditions, with the approval of the advisor, a student may take private instruction for graduate credit in a secondary instrument. A student who is not following a music curriculum may take private instruction for graduate credit provided graduate proficiency can be demonstrated.

Course Offerings

NOTE: (3-0-3); following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, and III following the credit hour allowance indicate the term in which the course is normally scheduled: I—fall; II—spring; III—summer.

ART

ART 514. Painting Techniques IV. (2-2-3); I, II, III. Experiences leading toward individual achievements in styles and techniques.

ART 521. Art Workshop. (3-3-3); (taught on demand during summer). Participation in art activities according to individual needs.

ART 555. Advanced Art Problems. (1 to 6 hrs.); I, II, III. Prerequisite: permission of the department. A studio course involving research in an art area of the student's choice.

ART 564. Modern and Contemporary Art. (3-0-3); I, III. A survey of painting, architecture, and sculpture, dealing with neo-Classicism, Romanticism, Realism, and contemporary art.

ART 565. Arts of the United States II. (3-0-3); I, II. An in-depth study of the social, political, and cultural movements which affected the course of American artistic development.

ART 583. Photographic Design III. (2-2-3); I, II, III. Prerequisites: ART 383 and permission of the department. Individual problems in photographic design.

ART 594. Sculpture III. (2-2-3); I, II, III. Prerequisites: ART 294 and 394. Advanced problems in sculpture involving a combination of materials and their uniqueness as media.

ART 602. Advanced Composition and Drawing. (3-0-3); I, II, III. Prerequisite: permission of the department. Advanced studio work in drawing with an emphasis on composition.

ART 603. Drawing. (3-0-3); I, II, III. Prerequisite: ART 304 and permission of the department. An advanced approach to drawing with extensive use of various materials and techniques.

ART 604. Advanced Figure Drawing (3-0-3); I, II, III. Prerequisite: permission of the department. A course designed to acquaint the student with advanced problems in figure drawing and anatomy.

ART 605. Figure Painting. (3-0-3); I, II, III. Prerequisites: ART 304 and permission of the department. Use of oil paint on large canvases. Both male and female models used.

ART 606. Portrait Painting. (3-0-3); I, II, III. Prerequisite: permission of the department. A study of the techniques involved in painting the portrait. Emphasis is given to anatomy, color, and techniques of developing a proficiency in rendering the human figure.

ART 613. Painting. (3-0-3); I, II, III. Permission of the department. For art majors and area students who wish to do graduate work on techniques in art.

ART 614. Painting Techniques V. (2-2-3); I, II, III. The course is designed to provide the advanced graduate student with freedom of expression and the opportunity to develop an individual style in painting.

ART 627. Readings in Art Education. (3-0-3); I, II, III. Prerequisite: permission of the department. Subjects related to current research in art education will be given primary consideration. Other related educational research will be given secondary consideration.

ART 651. Printmaking IV. (3-0-3); I, II, III. Prerequisite: permission of the department. Special problems in various printmaking techniques with individual problems designed to meet the specific needs of each graduate printmaking student.

ART 655. Advanced Ceramics. (3-0-3); I, II, III. Prerequisite: permission of the department. Advanced study of ceramic glazes, kiln firing procedures, kiln construction, and experimental treatment of clay bodies.

ART 670. Directed Research in Art. (1 to 6); I, II, III. Prerequisite: Research Methods or six hours of relevant studio experience. No more than 6 hours may be taken.

ART 671. Seminar. (1-0-1); I, II, III. Prerequisite: permission of the department. A course designed to familiarize students with various methods of art criticism. A discussion course in which each student is required to participate.

ART 676. Directed Graduate Studies. (1 to 6); I, II, III. Prerequisite: permission of the department. Investigation of special problems which are not included as a regular part of the curriculum. No more than six hours may be taken.

ART 680. History and Philosophy of Art Education in the United States. (3-0-3); I, II, III. Prerequisite: permission of the department. A survey of the major philosophical movements and how they relate to the changing emphasis given to art education in America.

ART 692. Sculpture: Metal Casting. (3-0-3); I, II, III. Prerequisite: permission of the department. Exploration of techniques in metal casting. A study of foundry construction, operation, and maintenance.

ART 694. Sculpture. (3-0-3); I, II, III. Prerequisite: Art 594, or permission of the department. An advanced approach to sculpture with extensive use of various materials and techniques.

ART 699. Thesis. (6 hrs.); I, II, III. Prerequisite: permission of the department.

COMMUNICATIONS

COMM 539. Cooperative Study. I, II, III. See the general section to the catalog for a more complete description of this cooperative study course.

COMM 600. Research Methods in Communication. (3-0-3); I, III. Methods of research in areas of communications, including fundamentals of research design, data collection and analysis, and reporting findings of communications research.

COMM 605. Psychology of the Communication Processes. (3-0-3); I, III. Explores the ongoing and pervasive impact of communication of the actions and patterns of everyday experiences. A discussion of key concepts related to the processes of communication as they influence human behavior.

COMM 610. Readings in Communication. (3-0-3); I, III. An examination of professional journals, advanced studies, textbooks, book reviews, theses, and dissertations in the field of communication.

COMM 615. Applied Communication Research. (3-0-3); II. Direction in research methods and participation in either behavioral science research, historical, or creative research.

COMM 620. Seminar in Communication. (3-0-3); II, III. An exploration of problems in communication with special research projects in speech, radio-television, journalism, and theatre.

COMM 647. Internship. (1 to 3 hrs.); I, II, III. Competency-based practical experience aimed at increasing the student proficiency in the specified position to which he or she is assigned. Prior application is necessary. (May be repeated.)

COMM 670. Directed Research. (1 to 3 hrs.); I, II, III. Design and implementation of an independent research project under faculty direction. Tailored to fit the individual needs of the graduate student. Prior arrangement necessary; a proposal must be submitted for approval of the supervising faculty. May be repeated.

COMM 676. Directed Study. (1 to 3 hrs.); I, II, III. Self-directed original research on a special problem not included as a regular part of the graduate curriculum. Prior arrangement necessary; a proposal must be submitted for approval of the supervising faculty. May be repeated.

COMM 699. Thesis. (6 hrs.); I, II, III.

JOURNALISM

JOUR 501. Interpretative Reporting. (3-0-3); I. Prerequisite: six hours (200 or above) advanced credit in journalism, including one basic newswriting course. Writing in-depth analysis of current events by use of investigative research.

JOUR 504. School Publications. (3-0-3); III. Advisement of students in the production of school newspapers, yearbooks, and magazines; includes a complete review of journalism principles.

JOUR 505. Law and Ethics of the Press. (3-0-3); II. Prerequisite: six hours of advanced journalism credit. An examination of law as it affects news media.

JOUR 506. Community Newspapers. (3-0-3); II. Community-newspaper editors and publishers are guest speakers to discuss reporting, editing, advertising, circulation, and management on community newspapers.

JOUR 558. Public Broadcasting. (3-0-3); II. Prerequisite: junior standing and consent of the faculty. (See R-TV 558.)

JOUR 560. Reviews and Criticism. (3-0-3); II. Evaluating and writing critical reviews of drama, literature, art, and music for the mass media.

JOUR 565. Public Opinion and News Media. (3-0-3); I. A study of the cultural, social, and psychological nature of public opinion and its influence on the press, television, radio, and film; the nature of propaganda in advertising.

JOUR 583. Advertising Copy Preparation. (3-0-3); II. A study of writing headlines and copy for advertising in print and broadcast media.

JOUR 584. Psychology of Advertising. (3-0-3); I. A study and evaluation of psychological techniques used in advertising.

JOUR 591. Technical Writing I. (3-0-3); I, II, III. (See ENG 591.)

JOUR 592. Technical Writing II. (3-0-3); I, II, III. (See ENG 592.)

JOUR 599. Yearbook Workshop. (1-0-1); III. A workshop on planning, staffing, financing, and producing a high school yearbook.

JOUR 603. Seminar. (3-0-3). Prerequisite: Completion of a major or minor in journalism. Exploring problems of contemporary journalism, including directed research project and forum discussions. (May be repeated.)

RADIO-TELEVISION

R-TV 550. Problems in Contemporary Broadcasting. (3-0-3); I. Prerequisite: junior standing or consent of instructor. Treatment of current problems within the broadcast industry.

R-TV 558. Public Broadcasting. (3-0-3); I. Prerequisite: Consent of the instructor. A study of the development of public broadcasting from both theoretical and operational standpoints.

R-TV 560. History of Broadcasting. (3-0-3); I. Prerequisite: Consent of the instructor. An historical study of radio-television as a communication service and its development in America.

R-TV 564. Broadcast Criticism. (3-0-3), II, IV. Prerequisite: Consent of instructor. An examination of broadcasting in sociological, aesthetic, historical, psychological and humanistic terms.

R-TV 580. Policy and the Communications Industry. (3-0-3); II. Prerequisite: Junior standing and consent of the instructor. Examines both broadcast media and common carriers, the sources of policy and influence which guide them, and public interest issues affected by communications media policy.

R-TV 582. American Culture and Communications Technology. (3-0-3); II. Prerequisite: Junior standing and consent of the instructor. An examination of the role and effects of major advances of communications technology on the course of American popular culture and society in the past, present, and future.

R-TV 583. Photographic Design III. (2-2-3); I, II. Prerequisite: R-TV 383. Individual problems in photographic design.

R-TV 603. Seminar. (3-0-3). Individual research of pertinent technical and professional literature in the radio-television industry shared in seminar discussion. May be repeated.

SPEECH

SPCH 510. Advanced Public Speaking. (3-0-3); I. Preparation and delivery of longer and more complex speeches.

SPCH 521. Classical Rhetorical Theory. (3-0-3); on demand. In-depth study of the rhetorical theory of Plato, Aristotle, Cicero, and other writers of the Greek and Roman periods.

SPCH 522. Contemporary Rhetorical Theory. (3-0-3); on demand. Prerequisite: SPCH 521 or permission of the instructor. Study of the development of rhetorical and communications theory from the Renaissance to the present.

SPCH 523. Rhetorical Criticism. (3-0-3); on demand. The application of classical and modern rhetorical theory in order to analyze and critique selected speeches.

SPCH 527. American Public Address. (3-0-3); on demand. A study of major speeches, speakers, and movements in America from the Colonial Period to the New Deal.

SPCH 530. Contemporary Public Address. (3-0-3); on demand. Major speeches, speakers, and movements from the 1930s to the present.

SPCH 567. Organizational Communication. (3-0-3); I, II. A study of the dynamic function of communication which occurs within various organizational structures and related professional environments. Students may be assessed a fee for materials distributed in class.

SPCH 570. Parliamentary Procedures. (3-0-3); on demand. Theory and application of procedures used by profit and non-profit organizations.

SPCH 571. Interviewing. (3-0-3); II. A detailed study of the various business interview types, coupled with role-playing experiences.

SPCH 583. Small Group Communication. (3-0-3); on demand. Prerequisite: SPCH 383 or permission of instructor. Current theory and related concepts regarding the discussion process.

SPCH 595. Administering the Communications Program. (3-0-3); I. Development and management of communications programs, including co-curricular activities. Students may be assessed a fee for materials distributed in class.

SPCH 597. Administering and Supervising the Co-Curricular Communication Arts Program. (3-0-3); II. Prerequisite: SPCH 110 and 220. A study of the nature, objectives, and values of a forensics program. The student will study the traditional high school forensic events and will have a laboratory experience in each. Students may be assessed a fee for materials distributed in class.

SPCH 603. Seminar. (3-0-3); on demand. Prerequisite: graduate standing and approval of instructor. To explore problems in speech with special research projects. (May be repeated.) Students may be assessed a fee for materials distributed in class.

THEATRE

THEA 512. Playwriting. (3-0-3); on demand. Prerequisite: THEA 200, THEA 100, or by permission of instructor. An analysis of the structure of plays and the writing of original scripts.

THEA 513. Advanced Play Direction. (3-0-3); on demand. Prerequisite: THEA 380. To develop greater proficiency in techniques of directing as related to specific productions and staging problems.

THEA 530. Summer Theatre III. (4-0-4); III. Prerequisite: THEA 300 and acceptance into summer theatre company. Advanced assignments in set and costume design or advanced acting and directing. (May be repeated.)

THEA 552. Early Dramatic Literature. (3-0-3); I. A detailed study of representative plays from the great periods of dramatic literature from the Greeks to mid-nineteenth century.

THEA 553. Modern Dramatic Literature. (3-0-3); II. A detailed study of the drama from the growth of realism to the present day.

THEA 555. Dramatic Criticism. (3-0-3); on demand. Prerequisite: THEA 200, THEA 100, THEA 554, or by permission of instructor. Dramatic theory and criticism as developed through Aristotle, Horace, the middle ages, the Renaissance, and the twentieth century.

THEA 562. Advanced Acting. (2-2-3); II. Prerequisite: THEA 284. Advanced study of acting, including analysis and development of characters in acting situations.

THEA 563. Advanced Costuming. (3-0-3); I. Prerequisite: THEA 326 or permission of instructor. Designing costumes for theatrical productions, making patterns, and the fabrication of garments for the stage.

THEA 564. Advanced Scene Design. (3-0-3); II. Prerequisites: THEA 210, 320, and 322 or permission of instructor. To develop greater proficiency in the skills of scenic design as applied to specific problems and theatrical productions.

THEA 565. Advanced Stage Lighting. (3-0-3); II. Prerequisites: THEA 320 and 322 or permission of instructor. To develop proficiency in the skills of lighting specific productions; to research topics and special problems pertaining to stage history.

THEA 570. Children's Theatre. (3-0-3); II. Prerequisite: THEA 100. A concentrated study of the problems involved in organization and production of plays for and with children.

THEA 603. Seminar. (3-0-3); **Prerequisite:** completion of a major or minor in theatre. To explore problems of contemporary theatre, with directed individual research projects to be shared in seminar discussion. (May be repeated.)

ENGLISH

ENG 500. Studies in English for Teachers. (3-0-3); I, II, III. The philosophy, rationale, and content of English in the American junior and senior high schools.

ENG 501. Linguistics: Semantics. (3-0-3); II (alternate years). Presents the problems of meaning as related to referential, distributional, and rational ways of encountering experience.

ENG 502. Non-print Literary Materials for Teachers, 7-12. (3-0-3); **on demand.** **Prerequisite:** ENG 500 or consent of instructor. Student and faculty demonstrations of teaching the various literary genres; use of such appropriate non-print media as films, cassettes, and tapes to augment teaching effectiveness; and development of meaningful techniques of evaluating secondary school students of literature.

ENG 505. Linguistics: Grammar. (3-0-3); I, II, III. Principles of structural, transformational, generative, and tagmemic grammar.

ENG 510. Programmed Writing and Learning. (3-0-3); **on demand.** Using, writing, and understanding programmed texts; instruction individualized to the student's particular area of study.

ENG 516. Basic Linguistics for Teachers. (3-0-3); **on demand.** Application of linguistics principles to writing, reading, and literary comprehension.

ENG 528. Literary Criticism. (3-0-3); **on demand.** A survey of traditional criticism from the classical period of the twentieth century; or a study of modern criticism; the New Humanists, New Critics, neo-Aristotelians, and various linguistics structuralists.

ENG 533. English Fiction. (3-0-3); **on demand.** Development of the English novel from its beginnings to the twentieth century.

ENG 539. Milton. (3-0-3); **on demand.** Intensive reading of Milton's poetry and major prose.

ENG 544. Folk Literature. (3-0-3); I, II, III. The origin of such primitive literary forms as the proverb, tale, epic, ballad, and folk drama.

ENG 545. Seventeenth-Century British Literature. (3-0-3); **on demand.** A study of literature from the time of James I to the Restoration with emphasis on works by Donne and Jonson.

ENG 552. Early Dramatic Literature. (3-0-3); **on demand.** Representative drama from the Greeks to the mid-nineteenth century.

ENG 553. Modern Drama. (3-0-3); **on demand.** Representative dramas from the advent of realism to the present.

ENG 560. Early American Authors. (3-0-3); **on demand.** Writings of the American Colonial and Federal periods.

ENG 562. Nineteenth Century American Fiction. (3-0-3); **on demand.** The development of American fiction from Charles Brockden Brown to Stephen Crane.

ENG 564. Twentieth Century American Fiction. (3-0-3); **on demand.** The development of American fiction from 1900 to the present.

ENG 570. Introduction to Film Literature. (3-0-3); I. An introduction to the study of film as literature with extensive reading in the history of film and viewing of selected film classics.

ENG 591. Technical Writing I. (3-0-3); I, II, III. Principles of analysis, process, and definition; program, recommendation, and research reports; proposals and memoranda; visual aids; transitions, mechanics of clear and precise statement.

ENG 592. Technical Writing II. (3-0-3); I, II, III. Continuation of ENG 591.

ENG 593. Fiction and Poetry Writing. (3-0-3); I, II, III. Practicum in sustained writing. Evaluation and marketing of manuscripts.

ENG 594. Fiction and Poetry Writing II. (3-0-3); I, II, III. Continuation of ENG 593.

ENG 595. A Linguistics Approach to Writing. (3-0-3); I. Language patterns, inherent symbols and their meanings, and tagmemics.

ENG 598. Logical Reasoning for Aptitude Examinations. (3-0-3); I, II, III. Application of the language of logical reasonings and practical judgement in qualitative and quantitative aptitude examinations such as LSAT, GRE, NTE, GBAT, BMAT, CTBS, ACT, and SAT. May not be used as an elective in any English program.

ENG 603. Bibliography. (3-0-3); I, III. An introduction to graduate research in American and English literature. Required of all candidates for Master of Arts with a major in English.

ENG 611. Grammar Composition, Listening, Oral Skills, and Literature for Grades 1-8. (3-0-3); I, II, III. Elements of grammar, spelling, oral skills, com-

position—functional and creative—auding, use of language and language development, and the language of mass media.

ENG 619. American Renaissance. (3-0-3); II. An intensive study of the transcendental movement and its influence upon American literature as seen primarily in the works of Emerson, Thoreau, Hawthorne, and Melville.

ENG 620. Major American Poets. (3-0-3); **on demand.** Intensive study of Whitman, Dickinson, Frost, Stevens, Eliot, and others.

ENG 624. American Writers in Perspective. (3-0-3); I. Thematic development, growth of a genre, and regional qualities.

ENG 631. Studies of Old English Literature. (3-0-3); **on demand.** An intensive reading of selected Old English poetry and prose.

ENG 641. Chaucer's Era and Middle English. (3-0-3); **on demand.** A study of the works of Chaucer and other significant English literature from the twelfth through the fifteenth centuries.

ENG 643. English Renaissance. (3-0-3); **on demand.** Elements of the Renaissance and Reformation, together with the poetry, prose, and drama of the period from 1500-1600.

ENG 647. Neoclassical Period. (3-0-3); **on demand.** Poetry and prose of major British writers from 1660-1780.

ENG 648. English Romantic Period. (3-0-3); **on demand.** The works of Wordsworth, Coleridge, Shelley, Keats, Byron, and others.

ENG 650. Victorian Period. (3-0-3); **on demand.** The works of Tennyson, Arnold, Browning, Newman, Huxley, Ruskin, and others.

ENG 652. Twentieth Century English Literature. (3-0-3); **on demand.** The works of Eliot, Auden, Yeats, Joyce, Conrad, Woolf, Lawrence, Forster, and others.

ENG 676. Directed Study. (1 to 3); I, II, III. **Prerequisite:** departmental approval. Individual study in any area in English under the direction of the graduate English faculty. Requirements: a written proposal approved in advance of starting the work; a copy of the final report for the departmental files.

ENG 680. English Syntax. (3-0-3); **on demand.** Stresses syntactical studies primarily in the English language, and specifically in the use of American English structures.

ENG 685. Psycholinguistics. (3-0-3); **on demand.** Both theoretical and practical applications of all psychological aspects of language.

ENG 691. Dialectology. (3-0-3); II. Regional varieties of a language, the dialect boundaries, the phonological differences, and the lexical variations.

ENG 693. Phonology. (3-0-3); **on demand.** Study of the definition of phonemes and combinations of phonemes.

ENG 697. Sociolinguistics. (3-0-3); **on demand.** Theory and practice involved in individual and institutional language patterning.

ENG 699. Thesis. (6 hrs.); I, II, III. Thesis requirement consists of a total of six semester hours to be distributed according to the particular program followed by the student.

FINE ARTS

FNA 588. Opera Workshop. (0-2-1); I, II. An introduction to the techniques of musical theater with emphasis placed on the integration of music and action-dramatic study of operatic roles.

FNA 660. Comparative Arts. (3-0-3); **on demand.** A study of music, literature, and the visual arts in relation to their social, religious, and historical backgrounds.

FRENCH

FRN 550. Reading French I. (3-0-3); **on demand.** **Prerequisite:** permission of instructor. Intensive practice in reading of the French language, with rapid and correct idiomatic translation as the aim.

FRN 551. Reading French II. (3-0-3); **on demand.** **Prerequisite:** French 550 or permission of the instructor. Further study of grammar and drill in reading, with emphasis on reading in the student's own subject area.

MUSIC

Conducting

MUSC 671. Advanced Conducting. (2-2-3); **on demand.** Advanced instruction and experience in the preparation, rehearsal, and performance of ensemble music.

Education

MUSE 578. Teaching of Percussion. (2-0-2); **on demand.** A study of the development of percussion instruments, literature, and performing techniques.

MUSE 579. *Marching Band Workshop*. (2-0-2); I, III. Techniques of preparing marching bands for performance.

MUSE 595. *Voice Pedagogy*. (3-0-3); II, III. An introduction to the physiological, acoustical, and phonetic bases of singing and private voice instruction. Emphasis will be placed on the relationship between scientific fact and the practical application of principles through the use of imagery and phonetic choice.

MUSE 616. *Teaching of Strings*. (2-1-2); on demand. A survey of teaching techniques and materials with primary emphasis on the public school level.

MUSE 625. *Psychology of Music*. (2-0-2); II, III. A study of the psychological processes upon which musical behavior depends.

MUSE 635. *Practicum in Music Teaching*. (3 hrs.); on demand. Prerequisite: permission of the head of the Department of Music. Practical experience on an individual basis in some areas of music teaching under the supervision of a member of the music faculty. The credit will be offered only to the student whose need can be met with an appropriate situation for supervised teaching.

MUSE 653. *Teaching of Woodwinds*. (2-0-2); on demand. Comparative study of the various techniques and recent trends in the teaching of woodwind instruments.

MUSE 656. *Teaching of Brasses*. (2-0-2); II. Comparative study of various techniques and recent trends in the teaching of brass instruments.

MUSE 661. *Teaching of General Music*. (2-0-2); on demand. Pedagogy course with emphasis upon music for the non-performing student in the elementary and secondary schools.

MUSE 681. *Foundations of Music Education*. (3-0-3); I, III. Examination of the historical, philosophical, and sociological foundations of the teaching of music in public schools.

Class Applied Music

MUSG 583. *Studio Improvisation*. (0-2-1); I, II. Prerequisite: four hours credit in MUSG 383. May be repeated for credit.

History and Literature

MUSH 565. *Music in America*. (3-0-3); II. A survey of the history of American music from colonial times to the present.

MUSH 581. *Literature of the Piano*. (3-0-3); I. Survey of the keyboard music from the sixteenth century to the present.

MUSH 591. *School Band Literature*. (2-0-2); on demand. Examination and criticism of music for training and concert use by groups at various levels of attainment.

MUSH 592. *Vocal Literature*. (3-0-3); on demand. A survey of music for solo voice and vocal ensemble, sixteenth through twentieth centuries; stylistic traits, types of compositions, sources, and performance practices.

MUSH 691. *Symphonic Literature*. (3-0-3); II, III. Orchestral literature from the Mannheim School to the present. Emphasis upon formal structure, harmonic idioms, and orchestration.

MUSH 693. *Contemporary Music*. (3-0-3); I, III. A study of the compositions and theories of those composers who have contributed significantly to the music of the twentieth century.

MUSH 694. *Chamber Music*. (2-0-2); II, III. A study of the literature for small ensembles from the eighteenth century to the present.

Private Applied Music

MUSP 501, 601. Private Flute.

MUSP 502, 602. Private Oboe.

MUSP 503, 603. Private Bassoon.

MUSP 504, 604. Private Clarinet.

MUSP 505, 605. Private Saxophone.

MUSP 506, 606. Private Horn.

MUSP 507, 607. Private Trumpet.

MUSP 508, 608. Private Euphonium.

MUSP 509, 609. Private Trombone.

MUSP 510, 610. Private Tuba.

MUSP 516, 616. Private Harp.

MUSP 519, 619. Private Percussion.

MUSP 527, 627. Private Violin.

MUSP 528, 628. Private Viola.

MUSP 529, 629. Private Cello.

MUSP 530, 630. Private Double Bass.

MUSP 535. Private Classical Guitar.

MUSP 536. Private Guitar.

MUSP 537, 637. Private Electric Bass.

MUSP 540, 640. Private Voice.

MUSP 541, 641. Private Harpsichord.

MUSP 542, 642. Private Organ.

MUSP 543, 643. Private Piano.

MUSP 562, 662. Private Composition.

MUSP 660. *Graduate Recital*. (2-0-2); I, II, III. A solo public recital of approximately one hour's duration. With the permission of the music faculty.

Theory

MUST 531. *Arranging*. (2-0-2); on demand. Prerequisite: MUST 237 or the equivalent. Scoring, arranging, transcribing of selected or original materials for voices and/or instruments.

MUST 532. *Advanced Arranging*. (2-0-2); on demand. Prerequisite: MUST 531. Continuation of MUST 531.

MUST 563. *Advanced Composition I*. (1-1-2); I, II. Prerequisite: MUST 364. Study, writing, and performance of students' original creative work. Private conferences and composition seminar in colloquium.

MUST 564. *Advanced Composition II*. (1-1-2); I, II. Prerequisite: MUST 563. Continuation of MUST 563.

MUST 631. *Arranging for the Marching Band*. (2-0-2); II, III. Study of current trends in half-time show styles; creative experiments in arranging in various styles; attention to individual projects.

MUST 663. *Creative Writing I*. (2-0-2); I, II. Private coaching and critique in developing individual compositional style.

MUST 664. *Creative Writing II*. (2-0-2); I, II. Prerequisite: MUST 663. Continuation of MUST 663.

MUST 690. *Studies in Musical Style*. (3-0-3); II, III. Detailed analysis of the music of individual composers, musical styles, and periods.

Research

MUSW 676. *Directed Study*. (1 to 3 hrs.); I, II, III. Definition and investigation of a problem in music. A written report of the problem, procedure, and results of the study must be submitted.

MUSW 680. *Seminar in Music Research*. (3-0-3); I, III. A study of the types of research appropriate to the field of music and the methodology of each.

MUSW 699. *Thesis*. (6 hrs.); I, II, III. Prerequisites: MUSW 680 and approval of thesis topic. May be divided among two or more semesters.

PHILOSOPHY

PHIL 505. *History of Philosophy I*. (3-0-3); I. Ancient and Medieval philosophy; a history of Western philosophy from Thales 624-546 B.C. to the beginning of the Renaissance.

PHIL 506. *History of Philosophy II*. (3-0-3); II. Modern and contemporary philosophy; a history of Western philosophy from the Renaissance to the present.

PHIL 670. *Directed Research*. (1 to 3 hrs.); on demand. Prerequisite: 12 hours of undergraduate credit or three hours of graduate credit in philosophy. The student selects an approved topic in philosophy on which he or she will do a directed study.

SPANISH

SPA 501. *Advanced Grammar*. (3-0-3); on demand. Compulsory for those who plan to teach Spanish. A thorough study of the verbs and the structure of the language. Based on the Royal Academy Grammar.

SPA 523. *Don Quixote de la Mancha*. (3-0-3); on demand. A study of this masterpiece of Spanish literature.

SPA 532. *Contemporary Spanish and Spanish American Literature*. (3-0-3); on demand. A survey of significant characteristics of twentieth century Hispanic literature, including the novel, short story, drama, essay, and poetry.

SPA 540. *Seminar in Hispanic Literature*. (3-0-3); on demand. Group instruction and practice in research methods peculiar to Hispanic literature.

SPA 545. *Spanish Drama from the Generation of 1898 to the Present*. (3-0-3); on demand. A study of the major dramatists and dramatic trends from Benavente and his contemporaries through Garcia Lorca, Casona, and Buero Vallejo.

SPA 550. *The Spanish Essay from the Eighteenth Century to the Present*. (3-0-3); on demand. A study of the major essayists from Feijoo through Madariga.

SPA 555. *Lope de Vega*. (3-0-3); on demand. A study of the major dramatic and nondramatic works of Lope de Vega.

SPA 670. *Directed Research*. (1 to 3 hrs.); I, II, III. Original research of an approved subject under faculty supervision.

SPA 676. *Directed Study*. (1 to 3 hrs.); I, II, III. Individually planned study of a specific topic under direction of the faculty.

School of Sciences and Mathematics

Departments

Biological and Environmental Sciences

Mathematical Sciences

Physical Sciences

Degrees

Master of Science in Biology

Master of Science in Biology

Graduate students pursuing the Master of Science in Biology may elect to follow a thesis or a non-thesis route. An advisory committee of at least three faculty members, versed in the student's specific area of interest, guides the student during his graduate career.

With the approval of the student's advisory committee, up to nine semester hours of graduate work in biology or closely-related fields may be transferred as part of the student's program. The student's advisory committee may also approve up to nine hours of graduate credit from the Gulf Coast Research Laboratory in Ocean Springs, Mississippi, with which the University is affiliated.

Additional information regarding specific courses and program possibilities can be obtained by writing the Chairman, Department of Biological and Environmental Sciences, UPO Box 780, Morehead State University, Morehead, Kentucky 40351, or on-campus students can inquire at 102 Lappin Hall.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in biology, environmental science, or an equivalent course of study.
3. Minimum standing of 3.0 in all upper division biology courses.
4. Acceptable proficiency in chemistry, mathematics, and physics as determined by the biology graduate admissions committee.

Admission to Candidacy

See University requirements.

Requirements for the Degree (Thesis)

The student desiring to complete a thesis may select a topic in botany, zoology, microbiology, taxonomy, molecular biology, reproductive physiology, ecology, or in a combination of two or more areas.

1. Satisfy general degree requirements.
2. A thesis and the completion of a minimum of 24 semester hours of approved course work in biology. At least 16 hours of work (including a credit allowance of six semester hours for the thesis) must be earned in courses at the 600 level. The remaining hours may be selected from biology as well as from approved related fields.
3. No more than six hours of course work may be applied toward degree requirements in which grades of "C" are earned.
4. Each candidate will be required to take final written/oral examinations as determined by the student's advisory committee.

Requirements for the Degree (Non-Thesis)

1. Satisfy general degree requirements.
2. Complete a minimum of 32 semester hours of graduate work.
3. Complete a minimum of 24 semester hours of approved course work in biology. At least 16 hours of this work must be earned in courses at the 600 level. The remaining hours may be selected from biology as well as from related fields with the approval of the advisory committee.
4. In general, the specifics of course distribution are to be arranged by the student with the advice and consent of

his or her advisory committee. The following are minimum requirements:

- A. Successful completion of at least one course from each of the following six areas of study: general biology, zoology, cell biology and animal physiology, microbiology, botany and plant physiology, and environmental biology. (See below.)
 - B. No more than six hours of course work in which grades of "C" are earned may be applied toward degree requirements.
 - C. Each student will be required to take one hour of graduate seminar and two to three hours of research problems (BIO 670) to demonstrate the ability to carry out independent research under laboratory conditions.
5. Each candidate will be required to take final written/oral examinations as determined by the student's advisory committee.

Non-Thesis Areas of Study

- (1) General Biology
 - 601—Biological Concepts
 - 604—Modern Theories of Evolution
 - 612—Speciation
 - 625—Advanced Genetics
- (2) Zoology
 - 520—Histology
 - 530—Ichthyology
 - 531—Herpetology
 - 535—Mammalogy
 - 537—Ornithology
 - 540—General Parasitology
 - 545—Medical Entomology
 - 605—Biology of the Invertebrates
 - 606—Biology of the Vertebrates
 - 615—Systematic Entomology
 - 640—Advanced Parasitology
- (3) Cell Biology and Animal Physiology
 - 525—Animal Physiology
 - 595—Biochemistry I
 - 596—Biochemistry II
 - 630—Endocrinology
 - 632—Reproductive Physiology
 - 650—Cellular Physiology
 - 655—Cytology
- (4) Microbiology
 - 514—Plant Pathology
 - 515—Food Microbiology
 - 518—Pathogenic Microbiology
 - 519—Virology
 - 617—Mycology
 - 618—Microbial Physiology
- (5) Botany and Plant Physiology
 - 513—Plant Physiology
 - 550—Plant Anatomy
 - 555—Plant Morphology
 - 608—Taxonomy of Vascular Plants
 - 620—Advanced Plant Physiology
- (6) Environmental Biology
 - 510—Limnology
 - 553—Environmental Education
 - 561—Ecology
 - 611—Radiation Biology

Course Offerings

NOTE: Field courses are designated with an asterisk (). (3-0-3) following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, and III following the credit hour allowance indicate the term in which the course is normally scheduled: I—fall; II—spring; III—summer.*

BIOLOGY

BIOL 510. Limnology. (1-4-3); I, III. **Prerequisites:** BIOL 209, 215, CHEM 102-102A or 112-112A. Characteristics of fresh water conditions, including chemical and physical effects, seasonal changes, thermocline development, and pressure in the ecology of aquatic forms.

BIOL 513. Plant Physiology. (2-2-3); on demand. **Prerequisite:** BIOL 215 and CHEM 112 and 112A or equivalent. Diffusion, osmosis, cell wall and membrane structure, mineral nutrition, photosynthesis, respiration, macromolecules, photoperiodism, and other aspects of plant growth and development.

BIOL 514. Plant Pathology. (1-4-3); on demand. **Prerequisite:** BIOL 215. Plant diseases; classification of fungi; diseases caused by rusts, smuts, fleshy fungi, bacteria, and viruses; physiogenic diseases; principles and procedures in the control of plant diseases; resistant varieties and culture control.

BIOL 515. Food Microbiology. (1-4-3); on demand. **Prerequisite:** BIOL 217 or 317. Microbiology of food production, food spoilage, and food-borne diseases.

BIOL 518. Pathogenic Microbiology. (2-2-3); I. **Prerequisite:** BIOL 217 or 317. A study of disease-causing microorganisms, with an emphasis on bacteria and fungi. The isolation, cultivation, and identification of pathogenic microorganisms from clinical specimens are stressed. Antimicrobial susceptibility tests, serological methods, and quality control are also introduced.

BIOL 519. Virology. (2-2-3); on demand. **Prerequisite:** BIOL 317 or consent of instructor. Morphology and chemistry of the virus particle; symptoms; identification and control of more common virus diseases of plants and animals; host-virus relationships; and research methods concerned with viruses.

BIOL 520. Histology. (2-2-3); I. **Prerequisite:** BIOL 209. Characteristics of tissues and organs of vertebrates.

BIOL 525. Animal Physiology. (2-2-3); I. **Prerequisites:** BIOL 209 and CHEM 326 or equivalents. Comparison of fundamental physiologic processes in representative invertebrate and vertebrate animals. Emphasis will be placed on comparative energetics and physiological adaptations of organisms to their environment.

BIOL 530. Ichthyology. (1-4-3); II in even years.* **Prerequisite:** BIOL 209. The anatomy, physiology, taxonomy, ecology, distribution, natural history, and evolution of fish. Emphasis will be placed on collection, identification, and classification of those fresh water fish native to eastern North America. Common marine fish of the Atlantic and Gulf coasts will also be studied.

BIOL 531. Herpetology. (1-4-3); II in odd years.* **Prerequisite:** BIOL 209. The anatomy, physiology, taxonomy, ecology, distribution, natural history, and evolution of amphibians and reptiles. Emphasis will be placed on collection, identification, and classification of those herptiles found in eastern North America.

BIOL 535. Mammalogy. (1-4-3); I.* **Prerequisite:** BIOL 209. Mammals of eastern North America with emphasis on mammals of southeastern North America. Taxonomy, adaptation, natural history, and methods of skin preparation.

BIOL 537. Ornithology. (1-4-3); II.* **Prerequisite:** BIOL 209. Anatomy, physiology, classification, and identification of birds; life histories, habits, migration, and economic importance of native species.

BIOL 540. General Parasitology. (1-4-3); II. **Prerequisite:** BIOL 209. Protozoan, helminth, and arthropod parasites of man and domestic animals; emphasis on etiology, epidemiology, diagnosis, control, and general life histories of parasites.

BIOL 545. Medical Entomology. (2-2-3); I. **Prerequisite:** BIOL 334, or consent of instructor. Arthropod vectors of diseases with special emphasis on insects of medical importance, anatomy, physiology, identification, ecology, and control measures.

BIOL 550. Plant Anatomy. (2-2-3); I. **Prerequisite:** BIOL 215. Gross and microscopic studies of internal and external structures of vascular plants. The cell, meristem, cambium, primary body, xylem and phloem; roots, stems, and leaves; flowers and fruits; ecological anatomy.

BIOL 551. Plant Natural History. (3-0-3); on demand. **Prerequisite:** BIOL 105 or equivalent. A survey of major taxonomic groups, with emphasis on the natural history of local plants.

BIOL 552. Animal Natural History. (3-0-3); on demand. **Prerequisite:** BIOL 105 or equivalent. A survey of major taxonomic groups, with emphasis on the natural history of local animals.

BIOL 553. Environmental Education. (2-2-3); III.* **Prerequisite:** Permission of the instructor. A study of the distribution and reserve depletion of wildlife,

forest, land, water, air, and mineral resources; emphasis on population, pollution, and environment. Field trips to environmentally important areas are required. (Especially designed for in-service and pre-service teachers.)

BIOL 555. Plant Morphology. (2-2-3); II. Prerequisite: BIOL 215. A study of fossil and living non-vascular plants (except bacteria) and vascular plants; emphasis on ecology, morphology, and evolution.

BIOL 561. Ecology. (2-2-3); I.* Prerequisites: BIOL 209 and 215. Energy flow, biogeochemical cycles, limiting factors, and ecological regulators at the population, community, and ecosystem levels.

BIOL 574. Experimental Courses. (1 to 4); on demand. Prerequisite: variable. These courses are always innovative, perhaps non-traditional, and often specialized offerings designed to enhance programs in the biological and environmental sciences and other disciplines. If successful, individual courses may be assigned a standard number.

BIOL 575. Scanning Electron Microscopy. (1-2-2); II. Brief description of the theory of the electron gun, the magnetic control of electron pathways, and variations in electron microscope construction. The major portion of the course will be concerned with the preparation of specimens and actual application of the scanning electron microscope.

BIOL 580. History of Science. (3-0-3); on demand. See SCI 580.

BIOL 595. Biochemistry I. (2-4-4); I, III. Prerequisite: CHEM 326-326A or consent of instructor. Carbohydrates, lipids, and proteins; intermediary metabolism; protein synthesis; enzymology; blood chemistry; bioenergetics; fluid electrolyte balance; and vitamin and steroid chemistry.

BIOL 596. Biochemistry II. (2-4-4); II. Prerequisite: BIOL 595. Continuation of Biochemistry I. Intermediary metabolism of carbohydrates, lipids, proteins, and nucleic acids; function and mechanism of action of enzymes; energetics of living systems; and regulation of life processes.

BIOL 599. Selected Workshop Topics. (1 to 4); on demand. Prerequisites: variable. Workshops in various biological and environmental subjects will be presented periodically, based on need. Usually hands-on, experimental, and/or innovative, these workshops are designed to supplement various programs in the biological and environmental sciences or other disciplines. Individual credit towards degree programs must be approved by the student's advisor.

BIOL 601. Biological Concepts. (2-0-2); I. Selected concepts from various biological sciences; the impact of recent experimentation and discovery on basic biological principles.

BIOL 604. Modern Theories of Evolution. (2-0-2); I. History of evolutionary thought; classical evidences of evolution; factors involved in speciation and the origin of higher groups.

BIOL 605. Biology of the Invertebrates. (1-4-3); II. Major invertebrate phyla; emphasis on their evolution, taxonomy, morphology, physiology, and ecology; local representatives. Field trips required.

BIOL 606. Biology of the Vertebrates. (2-2-3); I. Vertebrate classes; emphasis on their evolution, taxonomy, morphology, physiology, and ecology; local representatives. Field trips required.

BIOL 608. Taxonomy of Vascular Plants. (2-2-3); I. Collection, preservation, and classification of vascular plants; emphasis on ecological adaptations and evolutionary trends.

BIOL 611. Radiation Biology. (1-2-2); on demand. Radiation effects on living systems; use of isotopes with respect to techniques used in determining effects on biological systems.

BIOL 612. Speciation. (2-0-2); I. Species concepts in terms of physiological and neontological forms of reference; subspecies variation, clines, and reproductive isolation and capacity.

BIOL 615. Systematic Entomology. (1-4-3); II. Prerequisites: BIOL 334 or consent of the instructor. Insect orders with emphasis on the classification of insects to family and beyond; taxonomic keys.

BIOL 617. Mycology. (2-4-4); on demand. Morphology, taxonomy, and reproductive physiology of the fungi. Isolation and identification of medically important fungi will be emphasized.

BIOL 618. Microbial Physiology. (2-4-4); on demand. Prerequisites: BIOL 317, CHEM 326 or permission of the instructor. Advanced concepts in the physiology and cytology of microorganisms.

BIOL 620. Advanced Plant Physiology. (2-2-3); on demand. Prerequisites: BIOL 513 and CHEM 327 (calculus recommended). Physiology and biochemistry of green plants; respiratory metabolism, photosynthesis, nitrogen metabolism, terminal oxidation, and energy relationships of the cell.

BIOL 625. Advanced Genetics. (3-0-3); on demand. Discussion and research projects to meet the desires and needs of advanced students.

BIOL 630. Endocrinology. (2-2-3); I. Twelve hours of biology; CHEM 327 and BIOL 595 recommended. Functions of endocrine glands; embryological development, histological characteristics, and biochemical organization of endocrine cells. Emphasis on molecular regulation of synthesis, secretion, and stimulation of hormones.

BIOL 632. Reproductive Physiology. (2-2-3); II. Physiological processes of reproduction in domestic animals and man; gonadal functions, endocrine relationships, and fertility problems.

BIOL 640. Advanced Parasitology. (1-4-3); on demand. Parasites other than those of the phylum Arthropoda; the etiology, epidemiology, pathology, diagnosis prophylaxis, and control of parasitic protozoans, cestodes, trematodes, and nematodes.

BIOL 650. Cellular Physiology. (2-4-4); II. Prerequisites: 12 hours of biology, CHEM 102-102A or 112-112A, and CHEM 327-327A. Generalized cell; biochemistry and biophysics of cell membranes; permeability; diffusion and osmosis; carbohydrates, lipid, protein, and nucleic acid metabolism; respiration and terminal oxidation; energetics of cellular processes.

BIOL 655. Cytology. (2-2-3); I. Prerequisites: 12 hours of biology and CHEM 112 and 112A, and CHEM 327 and 327A. Cell morphology; biochemistry, genetics, and cell developments; the cytoplasm, nucleus, and nucleocytoplasmic relationships.

BIOL 670. Directed Research. (1 to 6); I, II, III. Prerequisites: undergraduate major or minor in biology or environmental science or equivalent, or permission of department chairman. Problem must be approved prior to registration; proposal or plan for investigation must be jointly (student and directed research advisor) composed before or immediately after registration. Final copies of the completed work must be filed with the directed research advisor and the department head.

BIOL 671. Graduate Seminar. (1-0-1); I, II. Prerequisite: graduate status. Student and/or faculty reports on individual research, technical papers in scientific journals, recent developments in biology, scientific meetings, or other significant problems in biology. Required of all graduate students in biology.

BIOL 676. Directed Study. (1 to 3); on demand. Prerequisites: Consent of instructor or department head. Designed to accommodate students interested in researching specialized topics in the biological and environmental sciences, perhaps before beginning a thesis or directed research. Examinations and/or formal presentations before the faculty and students may be required.

BIOL 699. Thesis. (6 hrs.); I, II, III. Prerequisite: permission of department head or chairman of the student's graduate advisory committee. Research and thesis writing. Required of all thesis option students. Student allowed to enroll only once; partial credit not allowed.

MATHEMATICS

MATH 504. Topology. (3-0-3); II. Prerequisites: MATH 304 and 350 or consent of instructor. Elementary set theory; topological spaces; metric spaces; compactness and correctness; mappings of topological spaces; related topics.

MATH 510. Real Variables. (3-0-3); I. Prerequisite: MATH 310. Topological properties of Euclidean space; theory of differentiation and integration; sequences and series of functions; metric spaces.

MATH 511. Functional Analysis. (3-0-3); I. Prerequisite: MATH 301 and 510 or consent of instructor. Linear spaces; normed and Banach spaces; Hilbert spaces, applications to sequence spaces, and Fourier series.

MATH 519. Probability. (3-0-3); I. Prerequisite: MATH 275. A course in mathematical probability and its applications to statistical analysis.

MATH 520. Mathematical Statistics. (3-0-3). Prerequisite: MATH 519. Hypothesis testing estimation; bivariate and multivariate distributions; order statistics; test of fit, non-parametric comparison of locations; distribution theory.

MATH 553. Statistical Methods. (3-0-3); I. Prerequisite: MATH 353 or 501. A second course in basic statistical methods with applications. Analysis of variance; general regression analysis, hypothesis testing; confidence intervals.

MATH 555. Nonparametric Statistics. (3-0-3); II. Prerequisite: MATH 353 or 501. A course in basic nonparametric statistical methods with applications.

MATH 573. Projective Geometry. (3-0-3); III. Prerequisites: MATH 372 or consent of instructor. A synthetic treatment of projective geometry leading into natural homogeneous coordinates; analytic projective geometry; conics; axiomatic projective geometry, some descendants of real projective geometry.

MATH 575. Selected Topics. (1 to 6 hrs.); I, II. Prerequisite: consent of instructor. Topics are offered which meet the needs of the students and which are not otherwise included in the general curriculum.

MATH 585. Vector Analysis. (3-0-3); I. Co-requisite: MATH 276. Vector functions of a single variable; scalar and vector fields; line integrals, generalizations, and applications.

MATH 586. Complex variables. (3-0-3); II. Prerequisite: MATH 310 or 585, or permission of instructor. Algebra of complex variables; analytic functions, integrals; power series; residues and poles; conformal mappings.

MATH 595. Mathematics Curriculum Workshop. (1 to 6 hrs.); III. Prerequisite: consent of instructor. New curricula developments in mathematics.

MATH 605. Advanced Topics. (3-0-3); I. Prerequisite: consent of instructor. Advanced study in some area of mathematics.

MATH 610. Real Analysis. (3-0-3); II. Prerequisite: MATH 510. Abstract measure spaces; Lebesgue integration; differentiation theory; classical Banach spaces.

MATH 631. Problem Solving and the Teaching of Mathematics in the Elementary School. (3-0-3); I, II. Prerequisite: consent of the instructor. An activity oriented course designed for the elementary school teacher in curricular materials and problem solving.

MATH 650. Higher Algebra I. (3-0-3); I. Prerequisite: MATH 351 or consent of instructor. Groups, rings.

MATH 651. Higher Algebra II. (3-0-3); II. Prerequisite: MATH 650 or consent of instructor. Vector spaces and modules, fields, linear transformations.

MATH 670. Directed Research. (1 to 3 hrs.); I, II, III. Prerequisite: consent of instructor. Individual research in mathematics. The problem to be investigated must be approved prior to registration.

MATH 675. Selected Topics. (1 to 6 hrs.); I, II. Prerequisite: consent of instructor. Topics are offered which meet the needs of students and which are not otherwise included in the general curriculum.

SCIENCE EDUCATION

The following list of courses may be used in graduate programs at various levels as electives with approval by the student's advisor. The courses also may be used as an emphasis for the Master of Arts in Education degree for secondary teachers.

SCI 570. Earth Science. (3-0-3); I, II, III. Prerequisite: permission of instructor. Selected topics from the geological sciences.

SCI 580. History of Science. (3-0-3); I, II, III. Prerequisite: six hours of science credit. Development of scientific traditions, discoveries, and concepts from the time of ancient Egypt to the present.

SCI 590. Science for the Elementary Teacher. (2-2-3); I, II, III. Prerequisite: the student should have completed the minimum general education requirements in sciences and mathematics. Admission to the teacher education program. A study of teaching scientific concepts to elementary children.

SCI 591. Science for the Middle School Teacher. (2-2-3); on demand. Prerequisite: the student should have completed the minimum general education requirements in sciences and mathematics and be admitted to the teacher education program. A study of pedagogy, science content, and techniques applicable to the teaching of science to middle school or junior high children.

SCI 592. Science for the Secondary Teacher. (2-2-3); on demand. Prerequisite: permission of instructor. Concepts of teaching high school science with emphasis on laboratory techniques, test preparation, questioning, presentation methods, and care of equipment.

SCI 676. Directed Study. (1 to 6 hrs.); I, II, III. Independent research in science education. (Problem must be approved by the Department of Science Education prior to registration.)

SCI 690. Advanced Science for the Elementary School Teacher. (2-2-3); on demand. Prerequisite: SCI 590 or equivalent. A comprehensive overview of teacher competencies applicable to the effective teaching of elementary school science.

Gulf Coast Research Laboratory

Morehead State University is affiliated with the Gulf Coast Research Laboratory, Ocean Springs, Mississippi. This affiliation provides undergraduate and graduate students with the opportunity to take courses and conduct research in Marine Sciences (MSCI) at an established, well-equipped laboratory located on the Gulf of Mexico. Students electing to study at Gulf Coast Research Laboratory do not pay out-of-state tuition.

The following courses, which are taught only at Gulf Coast Research Laboratory during the summer, are suitable for elective courses in graduate major and minor programs of study in the School of Sciences and Mathematics. The Laboratory furnishes the staff for courses and research. Applications for the courses and additional information are available from the on-campus coordinator in the School of Sciences and Mathematics.

Description of Courses

NOTE: Course numbers in parentheses in the following listing have been assigned by the Gulf Coast Research Laboratory.

BOTANY

MSCI 562. Salt Marsh Plant Ecology (Botany 441). (4 hrs.); III. Prerequisites: General botany, plant taxonomy, plant physiology, and general ecology or consent of instructor. A study with emphasis on the botanical aspects of local marshes. Plant identification, composition, structure, distribution, and development of coastal marshes. Biological and physical interrelationships. Primary productivity and relation of marshes to estuaries and associated men.

MARINE SCIENCE

MSCI 571. Special Problems in Marine Science (Marine Science 400). (1 to 6 hrs.); III. Prerequisites: To be set by problem director. Special problems are research oriented and grades are based on reports submitted by students.

MSCI 572. Special Topics in Marine Science (Marine Science 405). (1 to 6 hrs. as determined by topic advisor.) Prerequisites: To be set by topics advisor. The purpose of the course is to provide the opportunity for students to obtain credit for study in areas in which the Laboratory offers no formal course.

MSCI 673. Seminar (Marine Science 510). (1 hr.); III. Open to any graduate student. Required for all graduate students in residence at Gulf Coast Research Laboratory.

MSCI 698. Graduate Research in Marine Science (Marine Science 800). (Credit to be determined by graduate committee); III. Prerequisites: Admission to GCRL Graduate Research Program. Opportunities are available for master's research in the following areas: botany, cell biology, ecology, geology, microbiology, marine chemistry, morphology, microscopy, biological oceanography, physical oceanography, organic geochemistry, parasitology, and zoology.

MARINE SCIENCE EDUCATION

MSCI 595. Marine Science for Teachers I: Basic Techniques (Marine Science Education 431). (3 hrs.); III. Prerequisites: Biology background or consent of instructor. A course designed to introduce the students, particularly in-service teachers, to the study of marine science and to promote the teaching of marine biology at all grade levels.

MSCI 596. Marine Science for Teachers II: Advanced Studies (Marine Science Education 432). (3 hrs.); III. Prerequisite: MSI-431. A course designed to augment the knowledge gained in previous course (MSE-431) to enable the students, particularly in-service teachers, to establish further studies in the marine sciences in local school systems at all grade levels.

MSCI 597. Marine Science for Elementary Teachers (Marine Science Education 433). (3 hrs.); III. Prerequisites: Six hours in biology. A course designed to prepare teachers of elementary grade children to conduct classes using marine-related materials.

MICROBIOLOGY

MSCI 566. Marine Microbiology (Microbiology 452). (5 hrs.); III. Prerequisites: General microbiology and environmental microbiology or consent of instructor. Microbiology and advanced biology students are introduced to the role of microorganisms in the overall ecology of the oceans and estuaries.

ZOOLOGY

MSCI 561. Comparative Histology of Marine Organisms (Zoology 408). (1 to 6 hrs.); III. Prerequisites: Consent of instructor. A detailed study of the histological organization of representative marine organisms. Fixation, processing, and study of tissue using light microscopy, transmission electron microscopy, and scanning electron microscopy. The relationship between structural changes and physiological changes during life cycle of organism. Histopathology with respect to tissue responses to infection and to damage by toxic agents.

MSCI 563. Marine Fisheries Management (Zoology 442). (4 hrs.); III. Prerequisite: Consent of instructor. An overview of practical marine fishery management problems.

MSCI 564. Behavior and Neurobiology of Marine Animals (Zoology 443). (4 hrs.); III. Prerequisites: 16 semester hours of zoology and/or psychology or consent of the instructor. Survey of behavior, neuroanatomy, and neurophysiology of marine animals with emphasis on the neural mechanisms underlying the behavior of selected invertebrates, fishes, birds, and mammals.

MSCI 565. Marine Ecology (Zoology 452). (5 hrs.); III. Prerequisites: 16 hours of biological science including general zoology, general botany, and invertebrate zoology. A consideration of the relationship of marine organisms to their environment. The effects of temperature, salinity, light, nutrient concentration, currents, and food, predation, and competition on the abundance and distribution of marine organisms are considered.

MSCI 567. Parasites of Marine Animals (Zoology 461). (6 hrs.); III. Prerequisites: General parasitology or consent of instructor. A study of parasites of marine and estuarine animals with emphasis on morphology, taxonomy, life histories, and host-parasite relationships.

MSCI 568. Aquaculture (Zoology 464). (6 hrs.); III. Prerequisites: 16 semester hours of zoology, including invertebrate and vertebrate zoology or ichthyology. A review of the technology, principles, and problems relating to the science of aquaculture with emphasis on the culture of marine species.

MSCI 569. Fauna and Faunistic Ecology of Tidal Marshes (Zoology 447). (4 hrs.); III. Prerequisites: 16 semester hours of biological sciences and junior standing or consent of instructor. Survey and discussion of the taxonomy,

distribution, trophic relationships, reproductive strategies, and adaptation of tidal marsh animals with emphasis on those occurring in northern Gulf marshes.

MSCI 570. Early Life History of Marine Fishes (Zoology 570). (4 hrs.); III. Prerequisites: Ichthyology, fisheries, biology, ecology, and/or consent of instructor. Reproductive strategies and early developmental processes of marine fishes. Includes discussion of temporal and spatial distribution patterns, population dynamics, and ecological interactions of fish eggs and larvae; role of early stages of fishes in fisheries oceanography, marine ecology, and systematics; methods of sampling and identifying fish eggs and larvae; data quantification and analysis; rearing experiments; techniques for studying larval fish dynamics.

School of Social Sciences

Departments

Geography

Government and Public Affairs

History

Sociology, Social Work, and Corrections

Degrees

Master of Arts in History

Master of Arts in Sociology

Master of Arts in History

Students majoring in history for the Master of Arts degree may emphasize either American history, European history, non-western history, or a combination of these.

Requirements for Admission

1. General admission to graduate study.
2. Completion of an undergraduate major or minor in history.
3. A minimum standing of 3.0 on all undergraduate history courses above the freshman level.

Admission to Candidacy

See University requirements.

Requirements for the Degree

1. Satisfy University degree requirements.
2. Completion of one of the following four plans. (While it is generally recommended that a student who seeks a doctoral degree select Plan A, the student should seek the advice of the department graduate advisor in selecting his or her option.)

Plan A

1. Completion of a minimum of 30 semester hours of approved graduate work.*
2. Completion of an approved thesis for which 6 semester hours will be granted.
3. A reading knowledge of a modern foreign language.

Plan B

Same as Plan A except that a written comprehensive examination is substituted for a reading knowledge of a modern foreign language.

Plan C

1. Completion of a minimum of 30 semester hours of approved graduate work.*
2. Research papers in two 600-level courses, each of which must be approved by two members of the history graduate faculty.
3. A written comprehensive examination over the course work.
4. A reading knowledge of a modern foreign language.

Plan D

1. Completion of a minimum of 33 semester hours of approved graduate work.*
2. Research papers in two 600-level courses, each of which must be approved by two members of the history graduate faculty.
3. A written comprehensive examination over the course work.

*A maximum of 6 semester hours may be taken in a cognate area with the approval of the graduate advisor.

The Master of Arts in Sociology

Requirements for Admission

1. General admission to graduate study.
2. Completion of 18 semester hours of undergraduate work in sociology.
3. A minimum standing of 3.0 on all sociology courses above the freshman level.

Admission to Candidacy

See university requirements.

Requirements for the Degree

1. Satisfactory general degree requirements.
2. All students must take SOC 615, Sociological Research, and SOC 650, Sociological Thought and Theory.
3. Completion of one of the three options: general sociology, corrections, gerontology.

General Sociology Option

Students electing this option must complete one of the following plans:

Plan A

- a. Completion of a minimum of 30 semester hours of approved graduate work in sociology. At least 15 hours of the sociology credit must be earned in courses at the 600 level.
- b. Completion of an approved thesis.
- c. A reading knowledge of a modern foreign language.

Plan B

Same as Plan A, except a written comprehensive examination is substituted for a reading knowledge of a modern foreign language.

Plan C

- a. Completion of a minimum of 30 semester hours of approved graduate work in sociology. At least 15 hours of the sociology credit must be earned in courses open only to graduate students and must include a research seminar in sociology.
- b. A reading knowledge of an approved foreign language.
- c. A written comprehensive examination.

Plan D

- a. Completion of a minimum of 33 semester hours of approved graduate work in sociology. At least 15 hours of sociology credit must be earned in courses open only to graduate students.
- b. A written comprehensive examination.

Corrections Option

- a. Students electing this option must complete a minimum of 18 semester hours in sociology and 18 semester hours in corrections. Twelve semester hours of the corrections requirement will be earned in a practicum in a professional corrections situation.
- b. A written comprehensive examination.

Gerontology Option

- a. Completion of a minimum of 27 semester hours of approved graduate work in sociology, of which nine must be a professional practicum in social agencies or independent research.
- b. Completion of a minimum of 9 semester hours in an approved cognate area.
- c. A written comprehensive examination.

Course Offerings

NOTE: (3-0-3) following course title means 3 hours class, no laboratory, 3 hours credit. Roman numerals I, II, and III following the credit hour allowance indicate the term in which the course is normally scheduled: I—fall; II—spring; III—summer.

CORRECTIONS

COR 510. Law of Corrections. (3-0-3); I. An analysis of civil law in the United States related to the protection of society, the accused and adjudicated offender, and the administration of justice.

COR 515. Correctional Counseling. (3-0-3); II. The basic concepts and principles employed by correctional facilities in interviewing, counseling, and group therapy.

COR 590. Practicum in Corrections. (0-0-6); I, II, III. The course consists of practical experience in a jail, detention home, juvenile or adult correctional institution, juvenile or adult probation and parole agency, or other related agency. A minimum of 20 hours per week will be spent working at the assigned agency.

COR 601. Criminology Theory. (3-0-3); on demand. (See SOC 601.)

COR 606. Juvenile Corrections. (3-0-3); on demand. A critical examination of theory methods, and trends in the treatment of juvenile delinquency. Emphasis will be on both institutional and community-based juvenile corrections.

COR 610. Correctional Administration and Management. (3-0-3); on demand. The role of administration in correctional settings, prisoner management, institutional budgeting, staff development, and community relations. (GOVT 540 may be taken in lieu of COR 610.)

COR 625. Deviance. (3-0-3); on demand. (See SOC 625.)

COR 676. Directed Study. (1 to 3 hrs.); I, II, III. **Prerequisite:** Consent of instructor and department head. Qualified students may arrange with faculty for individual work on some particular problem in corrections.

COR 690. Graduate Practicum in Corrections. (0-0-12); I, II, III. Concentrated practical experience in a jail, detention facility, juvenile or adult correctional institution, juvenile or adult probation and parole agency, or other related agency. A minimum of 40 hours per week will be spent working at the assigned agency.

GEOGRAPHY

GEO 500. Soviet Union. (3-0-3); on demand. Systematic and regional study, with special attention given to the resource base. Appraisal of the agricultural and industrial strength of the country; consideration of the effects of governmental policy and economic growth.

GEO 502. Geographic Factors and Concepts. (3-0-3). A general survey of the field of geography in its various branches. Designed for beginning teachers and other students lacking an adequate background for advanced work in geography.

***GEO 505. Conservation of Natural Resources.** (3-0-3); I, II, III. Natural resources basic to human welfare, emphasis on lands, water, minerals, forests, and wildlife, including their interrelationships.

***GEO 510. Urban Geography.** (3-0-3); II. Origin and development of cities, urban ecology, central place theory, functional classifications, and a consideration of site, situation, and land utilization of selected cities.

***GEO 540. World Manufacturing.** (3-0-3). Interpretive analysis of the distribution and function of selected manufacturing industries; location theory; trends in regional industrial changes.

GEO 550. Geography for Teachers. (3-0-3). A study of the basic concepts, materials and techniques for the teaching of geography.

***GEO 590. Advanced Meteorology.** (3-0-3); on demand. **Prerequisite:** GEO 390. Weather elements; emphasis on meteorological skills; application to industrial, aviation, maritime, and military needs.

GEO 600. Political Geography. (3-0-0). A systematic study of the interrelationships of geography and international politics; basic factors in evaluating strength of nations; application of these understandings to world political patterns.

GEO 601. Special Problems. (3-0-3). **Prerequisite:** permission of the instructor. Supervised comprehensive investigation of selected problems in the field of geography. (May be repeated to a maximum of six hours.)

GEO 623. Southeast Asia. (3-0-3). Geopolitical, socio-economic, and resource potential problems of the countries of Southeast Asia.

GEO 629. The Mediterranean. (3-0-3). The Mediterranean Sea as a focal point of Western culture, emphasis on the related areas of three continents: Southern Europe, Northern Africa, and Southwestern Asia.

GEO 631. Cultural Europe. (3-0-3); II. A culturally-oriented study of Europe, which is really not a continent in the traditional sense, but whose boundaries can best be defined in HUMAN terms. Emphasized are European life-and-thought patterns, which are the heritage of a great majority of Americans.

GEO 640. Resources and Industries. (3-0-3). The resource base, nature, structure, and distribution of industry and its function in a national economy.

*Indicates Systematic Geography courses.

GEO 676. Directed Study. (1 to 3 hrs.); I, II, III. Self-directed independent study of a special problem or topic in geography. The proposed topic must be submitted in writing and be approved by the department head and a faculty member who will supervise the study.

GOVERNMENT AND PUBLIC AFFAIRS

GOVT 505. Politics of Ecology. (3-0-3); II. A political analysis of the problems of the environmental crises.

GOVT 510. Law of Corrections. (3-0-3); on demand. (See Corrections 510.)

GOVT 540. Public Administration. (3-0-3); I. Prerequisite: GOVT 141 or consent of the instructor. Historical evolution; theory of organization and administration; personal, financial, and legal aspects of public administration.

GOVT 541. Public Finance. (3-0-3); I. (See Economics 541.) Public expenditures; public revenue; taxation; public credit, financial administration of government.

GOVT 546. Public Personnel Administration. (3-0-3); II. Prerequisite: GOVT 540 or consent of the instructor. Manpower utilization; concepts, principles and practices of the merit system; leadership; decision-making process; motivation of public employees.

GOVT 555. Internship in Public Affairs. (1 to 6 hrs.). Prerequisite: consent of the instructor. On-the-job work-study experience in government.

GOVT 600. Seminar: State and Local Government. (3-0-3). Prerequisites: GOVT 141 and 242 or consent of the instructor. Intensive and detailed study of state and local government problems of metropolitan areas; interstate and local cooperation; compacts and regional planning.

GOVT 620. Seminar: International Relations. (3-0-3). Prerequisite: GOVT 450 or consent of the instructor. Training in methodology and use of the tools for individual research in international relations. Emphasis on Europe, Asia, Latin America, and Africa.

GOVT 660. Politics in Education. (3-0-3). Comparative case studies and discussion of policy outputs (curriculum, facilities, budget) and who wields influence in American school politics.

GOVT 676. Directed Study. (1 to 3 hrs.) Prerequisite: consent of the instructor. Original graduate research project or readings in a particular subject area. Classes arranged for studying a particular problem.

HISTORY

HIS 540. Colonial America. (3-0-3); I. The nation from the Age of Discovery to the Revolutionary Wars.

HIS 541. American Revolution and Federal Period. (3-0-3); II. A continuation of 540, covering the period from the American Revolution to the Era of Good Feelings.

HIS 543. The United States, 1876-1900. (3-0-3); II. Emphasis is placed upon the rise of big business with its resultant epoch of America as a world power.

HIS 544. Kentucky Historical Tours. (3-0-3); I, II. Provides students with an opportunity to see, hear, and read about Kentucky's exciting historical places. (Does not count toward a master's degree in history.)

HIS 545. The United States, 1900-1939. (3-0-3); I. The American people from the Progressive Period through the New Deal.

HIS 546. The United States, 1939-Present. (3-0-3); II. America from World War to world leadership. Emphasis is placed upon the resultant social problems.

HIS 548. United States Foreign Relations. (3-0-3); I. A survey designed to acquaint the student with the foreign relations of the United States from its conception to our present role in the United Nations.

HIS 549. American Life and Thought. (3-0-3); II. A survey of the American intellectual heritage from Puritanism to the "mod" world.

HIS 550. The World, 1914-1939. (3-0-3); I. A study extending from the results of World War I to the outbreak of the Second World War with special emphasis on communism, fascism, and nazism.

HIS 551. Religion in American History. (3-0-3); II. Religion in all facets of American history; cultural, secular, and institutional. The role of religion in the molding of our nation.

HIS 552. The World, 1939 to the Present. (3-0-3); II. A detailed study of World War II and the aftermath of a world divided.

HIS 558. The Slavery Controversy. (3-0-3); II. The issues growing out of differences concerning slavery within voluntary societies.

HIS 576. American History: Directed Readings. (1 to 3); I, II, III. Prerequisite: open only to history majors and minors with permission of the chairman.

HIS 577. European History: Directed Readings. (1 to 3); I, II, III. Prerequisite: open only to majors and minors with permission of the chairman.

HIS 578. Non-Western History: Directed Readings. (1 to 3); I, II, III. Prerequisite: open only to history majors and minors with permission of the chairman.

HIS 610. American Biography. (3-0-3); I, III. The characteristics of and services rendered by men and women who have played leading roles in the history of the nation.

HIS 630. History of Historical Writing. (3-0-3); I. A study of the major historians and of the development of historical writing from early times to the present. Special emphasis will be given to historical writing in the fields of European and American history. Required for master's degree in history.

HIS 632. The French Revolution. (3-0-3); II. Study of the changing interpretations of the French Revolution.

HIS 638. The Negro in the 20th Century. (3-0-3); I. The Negro's world from a sociological, economic, political, and historical point of view.

HIS 640. Seminar: The United States to 1865. (3-0-3); I.

HIS 641. Seminar: The United States Since 1865. (3-0-3); II.

HIS 660. Seminar: Europe to 1648. (3-0-3); I.

HIS 661. Seminar: Europe Since 1648. (3-0-3); II.

HIS 671. Seminar: Non-Western History. (3-0-3); II.

HIS 676. Directed Study. (1 to 3 hrs.); I, II, III. Individually planned study on a particular topic. Program to be approved by head of the department.

HIS 680. History for Teachers. (3-0-3); III. Designed as a "refresher" course, interpretations of history and method, for the public school teacher.

HIS 684. The Improvement of Social Studies Instruction. (3-0-3); III. Designed as a seminar to permit public school teachers to develop and to exchange ideas, strategies, techniques, and materials.

HIS 699. Thesis. (6 hrs.); I, II, III. Required of all candidates for the M.A. in history enrolled in option A and B.

SOCIAL WORK

SWK 500. Special Problems. (1 to 3 hrs.); I, II, III. Prerequisite: Consent of instructor and social work coordinator. Arranged with department to study a particular topic in the social work field.

SWK 510. Practicum in Social Work. (4 to 8 hrs.); I, II. Actual work experiences in the various agencies of social welfare under supervision of a trained and certified professional worker.

SWK 515. Correctional Counseling. (3-0-3); II. (See COR 515.)

SWK 520. Social Work Administration and Management. (3-0-3); on demand. The history, nature, organizational structure, and philosophy of the administration of public programs of income maintenance and other welfare services, consideration of the role of voluntary agencies.

SWK 525. Social Work Practice III. (3-0-3); I, II. The student will master advanced social work practice methods as they are applied to social systems.

SWK 530. Social Policy and Planning. (3-0-3); I, II. An analytical study of social welfare policy formulation, funding, and delivery systems and planning processes.

SWK 535. Group Dynamics. (3-0-3); I. This course is designed to give the student an understanding of group method and the theories underlying the use of groups in the helping process. Special emphasis will be given to the processes that affect the development and functioning of all types of groups.

SWK 540. Gerontology. (3-0-3); II. An analysis of aging designed to provide the student with a knowledge of the special factors involved in the aging process as well as the social work techniques designed to aid such individuals to cope with the changes inherent in the aging process.

SWK 545. Death and Dying. (3-0-3); I. The analysis of death and dying as social processes, and problems; strategies for working with dying persons.

SOCIOLOGY

SOC 510. Principles of Sociology. (3-0-3); on demand. This course is designed to give sociology majors an integrated perspective of the discipline and to provide an advanced introduction to graduate students entering sociology from related disciplines.

SOC 515. Family Dynamics. (3-0-3); II. An intensive analysis of the family in its social context. Emphasis is placed upon social interaction within the family, socio-economic and socio-cultural factors which bear influence upon it, and the relationship of the family to the total social system.

SOC 525. The Community. (3-0-3); I. The general character of community relations in society; the structure and function of the community as a social system, and the processes of balancing community needs and resources; planned and unplanned social change.

SOC 540. Gerontology. (3-0-3); II. (See SWK 540.)

SOC 545. **Death and Dying.** (3-0-3); I. (See SWK 545.)

SOC 601. **Criminological Theory.** (3-0-3); on demand. An intensive analysis of the major areas of criminological theory. Primary emphasis is placed upon contemporary theoretical issues.

SOC 603. **Appalachian Sociology.** (3-0-3); I. A study of major Appalachian social institutions including the family, religion, education, the economy, and government; a survey of health and welfare institutions, major value orientations, population characteristics, and social change.

SOC 605. **Mind, Self, and Society.** (3-0-3); on demand. An examination of the individual and society as the products of human interaction.

SOC 615. **Sociological Research.** (3-0-3); I. Advanced study in behavioral research methodology; empirical generalizations, proposition formation and analysis, data gathering and interpretation, instrumentation, scaling techniques, and supervised application of methods.

SOC 620. **Educational Sociology.** (3-0-3); on demand. Contributions of sociology to understanding education as a social process. Sociological concepts and principles are used to point up crucial problems in education.

SOC 625. **Deviance.** (3-0-3); on demand. Analysis of deviance as social behavior. Emphasis is placed upon acquisition of an understanding of the major sociological theories of deviance.

SOC 630. **Social Inequality.** (3-0-3); on demand. A critical analysis of the theories and issues of social inequality.

SOC 635. **Complex Organization.** (3-0-3); on demand. An analysis of organizations as social systems. An inquiry into bureaucratic developments in educational, industrial, military, and welfare institutions.

SOC 640. **Social Policy in Aging.** (3-0-3); on demand. Designed to develop knowledge of federal, state, and local programs which relate directly to the field of gerontology. Specifically, the course demonstrates how federal, state, and community programs affect the welfare of senior citizens.

SOC 650. **Sociological Thought and Theory.** (3-0-3); II. An intensive study of certain selected pioneer sociological theorists such as Weber, Durkheim, Marx, and contemporary theories.

SOC 676. **Directed Study.** (1 to 3 hrs.); I, II, III. Prerequisite: Consent of instructor and department head. Qualified students may arrange with staff for individual work on some particular sociological problem.

SOC 690. **Graduate Practicum in Gerontology.** (0-0-9); I, II, III. Designed to provide the graduate student actual work experience in community agencies providing services to the aging. The practicum will be under the supervision of trained and certified professionals in the field.

SOC 699. **Thesis.** (6 hrs.). Students electing to write a thesis for the M.A. program will work under the supervision of a faculty member and must present a thesis approved by the graduate faculty.

Graduate Faculty

The date in parentheses after the name is that of first appointment to a position on the faculty of the University.

- *Eena J. Adams, R.D., Assistant Professor of Home Economics (1976), M.S., Kansas State University
- John M. Alcorn, Assistant Professor of Accounting (1976), M.B.A., Georgia State University
- Lindsey R. Back, Associate Professor of Government and Public Affairs (1974), Ph.D., University of Tennessee
- Reedus Back, Dean of Graduate Programs and Professor of Education (1962), Ed.D., University of Kentucky.
- Ruth B. Barnes, Professor of English (1963), D. Lit., Ph.D., London University (England)
- David J. Bartlett, Assistant Professor of Art (1980), M.F.A., University of Michigan
- Narain D. Batra, Associate Professor of Speech (1981), Ph.D., Gujarat University
- James R. Beane, Associate Professor of Music (1959), M.M., Louisiana State University
- Joe F. Bendixen, Professor of Agriculture (1971), Ph.D., Iowa State University
- Earl J. Bentley, Professor of Health, Physical Education and Recreation (1959), Ed.D., University of Southern Mississippi
- Michael Biel, Associate Professor of Radio-Television (1978), Ph.D., Northwestern University
- William M. Bigham, Professor of Music (1965), Ph.D., Florida State University
- Jack E. Bizzel, Professor of Government and Public Affairs (1966), Ph.D., Southern Illinois University
- Bill R. Booth, Professor of Art (1970), Ph.D., University of Georgia
- *J.W. Bragg, Associate Professor of Music (1963), M.M., New England Conservatory of Music
- Wayne Brazell, Adjunct Professor of Education (1981), Ph.D., University of Georgia
- W. Michael Brown, Associate Professor of Health, Physical Education and Recreation (1966), Ph.D., University of Southern Mississippi
- *William David Brown, Associate Professor of Journalism (1966), M.A., Louisiana State University
- David M. Brumagen, Professor of Biology (1965), Ph.D., University of Kentucky
- Roland L. Burns, Professor of Geography (1972), Ed.D., University of Southern Mississippi
- *Fred M. Busroe, Associate Professor of Biology (1967), M.A., University of Virginia
- Robert A. Bylund, Assistant Professor of Sociology (1979), Ph.D., Pennsylvania State University
- *David E. Carter, Adjunct Professor of Journalism (1980), M.S., Ohio University
- Rex Chaney, Associate Professor of Health, Physical Education and Recreation (1961), R.E.D., Indiana University
- Robert A. Charles, Professor of English (1971), Ph.D., Pennsylvania State University
- William Chen, Associate Professor of Mathematics (1979), Ph.D., University of Georgia
- William T. Clark, Professor of Geography (1964), Ph.D., University of Kentucky
- L. Bradley Clough, Professor of Psychology (1966), Ph.D., University of Connecticut
- *Philip W. Conn, Associate Professor of Sociology (1977), M.A., University of Tennessee
- *Alex Conyers, Associate Professor of Finance (1958), M.B.A., University of Kentucky
- Joe B. Copeland, Associate Professor of Economics (1975), Ph.D., University of Arkansas
- Gary C. Cox, Professor of Geography (1970), D.A., University of Northern Colorado
- *N. Diane Cox, Assistant Professor (1978), Ed.S., Morehead State University
- Donald H. Cunningham, Professor of English (1972), Ph.D., University of Missouri
- Richard J. Dandeneau, Associate Professor of Journalism (1981), Ph.D., Southern Illinois University
- Richard W. Daniel, Professor of Education (1976), Ed.D., North Carolina State University
- Bernard Davis, Professor of Management (1978), Ph.D., University of Kentucky
- J. Michael Davis, Professor of Education (1979), Ed.D., University of Miami
- Gerald L. DeMoss, Associate Professor of Biology (1968), Ph.D., University of Tennessee
- Charles M. Derrickson, Professor of Agriculture (1965), Ph.D., Michigan State University
- George E. Dickinson, Professor of Sociology (1978), Ph.D., Louisiana State University
- Ronald G. Dobler, Professor of English (1972), Ph.D., University of Iowa
- *Gretta B. Duncan, Assistant Professor of Education (1968), A.M., Morehead State University
- John R. Duncan, Professor of Education (1964), Ed.D., Indiana University
- Dennis L. Edinger, Associate Professor of Education (1979), Ph.D., University of Florida
- Jack D. Ellis, Director of Libraries and Professor of Library Science (1968), Ed.D., University of Southern Mississippi
- Maurice Esham, Associate Professor of Science (1968), Ed.D., Virginia Polytechnic Institute and State University
- William R. Falls, Professor of Science (1961), Ed.D., Indiana University
- Dixon Ferrell, Assistant Professor of Art (1980), M.F.A., University of Mississippi
- Ronald L. Fiel, Professor of Science (1972), Ed.D., Indiana University
- Donald Flatt, Professor of History (1962), Ph.D., University of Kentucky
- Ben V. Flora, Professor of Mathematics (1972), Ph.D., Ohio State University
- *Jerry R. Franklin, Assistant Professor of Education (1969), M.Ed., Xavier University
- *Robert James Franzini, Assistant Professor of Art (1980), M.F.A., University of Iowa
- Kent Freeland, Associate Professor of Education (1977), Ph.D., University of Iowa
- Johnnie G. Fryman, Associate Professor of Mathematics (1969), Ed.D., University of Kentucky
- E. Glenn Fulbright, Professor of Music (1960), Ph.D., Indiana University
- Christopher S. Gallaher, Professor of Music (1972), Ph.D., Indiana University
- *Carol Ann Georges, Assistant Professor of Education (1970), M.A., University of Kentucky
- James M. Gifford, Associate Professor of History (1978), Ph.D., University of Georgia
- Marc Glasser, Professor of English (1972), Ph.D., Indiana University
- James Gotsick, Professor of Psychology (1968), Ph.D., Syracuse University
- Robert B. Gould, Professor of Geography (1963), Ph.D., University of Tennessee
- Lawrence Griesinger, Professor of Education (1965), Ed.D., University of Cincinnati
- *Colleta D. Grindstaff, Assistant Professor of Education (1969), A.M., East Tennessee State University
- *Harlen Hamm, Associate Professor of Speech (1965), M.A., Bowling Green State University
- Charles Rodger Hammons, Professor of Mathematics (1971), Ph.D., University of Kentucky
- William C. Hampton, Professor of Education (1959), Ed.D., University of Kentucky
- John J. Hanrahan, Professor of History (1969), Ph.D., Fordham University
- Donal Hay, Professor of Electricity Technology (1976), Ph.D., Texas A&M University
- Margaret B. Heaslip, Professor of Biology (1955), Ph.D., Ohio State University
- Frances Louise Helphinstine, Associate Professor of English (1966), Ph.D., Indiana University
- Katharine Herzog, Assistant Professor of Education (1979), Ph.D., Florida State University
- Mildred Louise Hickman, Professor of Business Education (1968), Ed.D., University of Kentucky
- Anna Lee Hicks, Associate Professor of Psychology (1971), Ph.D., University of Kentucky
- Charles H. Hicks, Professor of Education (1971), Ph.D., Southern Illinois University
- Charles E. Holt, Professor of History (1968), Ph.D., University of Kentucky
- John Holton, Assistant Professor of Education (1980), Ph.D., Ohio State University
- Ryan Howard, Professor of Art (1972), Ph.D., University of Michigan
- Victor B. Howard, Professor of History (1966), Ph.D., Ohio State University
- Jerry F. Howell Jr., Professor of Biology (1972), Ph.D., University of Tennessee
- William E. Huang, Professor of Government and Public Affairs (1965), Ph.D., University of Michigan
- Broadus B. Jackson, Professor of History (1969), Ph.D., Indiana University
- Roger H. Jones, Professor of Art (1965), Ed.D., Indiana University
- *Larry Keenan, Associate Professor of Music (1967), M.M., Indiana University
- John E. Kleber, Professor of History (1968), Ph.D., University of Kentucky
- *Allen Lake, Associate Professor of Biology (1957), Ed.M., State University of New York at Buffalo
- Perry E. LeRoy, Professor of History (1961), Ph.D., Ohio State University
- Robert J. Lindahl, Professor of Mathematics (1970), Ph.D., University of Oregon

- *Daniel E. Lockhart, Assistant Professor of Management (1981), M.B.A., West Virginia University
- *Kathy C. Lockhart, Assistant Professor of Marketing (1981), M.A., Radford University
- Noah Logan, Associate Professor of Education (1966), Ed.D., University of Missouri
- Earle Louder, Professor of Music (1968), D.M., Florida State University
- Edward Lucke, Professor of Health, Physical Education and Recreation (1969), Ed.D., George Peabody College
- Sue Y. Luckey, Professor of Business Education (1963), Ph.D., Southern Illinois University
- Louis Magda, Professor of Economics (1966), Ph.D., Jozsef Nador University
- David Magrane, Assistant Professor of Biology (1976), Ph.D., University of Arizona
- Edward Lee Malterer, Associate Professor of Music (1977), D.A., Ball State University
- Franklin M. Mangrum, Professor of Philosophy (1959), Ph.D., University of Chicago
- Eugene Martin, Professor of Management (1972), Ed.D., University of Cincinnati
- James Coleman Martin, Associate Professor of Agriculture (1975), Ph.D., University of Missouri
- Bruce A. Mattingly, Assistant Professor of Psychology (1980), Ph.D., University of Kentucky
- Harry C. Mayhew, Associate Professor of Education (1963), Ed.D., Ball State University
- *Leslie E. Meade, Associate Professor of Biology (1971), M.S., Morehead State University
- Ronald Mersky, Associate Professor of Education (1979), Ed.D., Virginia Polytechnic Institution & State University
- *Green R. Miller, Assistant Professor Economics (1979), M.A., University of Oregon
- Rodney Don Miller, Professor of Education (1966), Ed.D., Indiana University
- George Montgomery, Professor of Business Education (1969), Ed.D., University of North Dakota
- Bill F. Moore, Associate Professor of Education (1970), Ph.D., University of Iowa
- Charles H. Morgan Jr., Assistant Professor of Education (1979), Ph.D., University of Florida
- Thomas C. Morrison, Professor of Economics (1969), Ph.D., North Carolina State University
- Frederick A. Mueller, Professor of Music (1967), D.M., Florida State University
- Thomas B. Munson, Associate Professor of Sociology (1976), Ph.D., University of Kentucky
- Robert C. Needham, Professor of Education (1961), Ed.D., University of Kentucky
- *Elizabeth P. Nesbitt, Assistant Professor of Health, Physical Education and Recreation (1973), M.Ed., University of Southern Mississippi
- Howard Nesbitt, Professor of Health, Physical Education and Recreation (1973), Ed.D., Columbia University
- *Larry Netherton, Assistant Professor of Radio-Television (1968), M.A., Morehead State University
- Robert E. Newton, Professor of Industrial Education (1963), Ed.D., Texas A&M University
- Morris Norfleet, Professor of Education (1962), Ph.D., Purdue University
- Rose Orlich, Associate Professor of English (1970), Ph.D., Notre Dame University
- Francis H. Osborne, Professor of Psychology (1967), Ph.D., Syracuse University
- *James Osborne, Assistant Professor of Health, Physical Education and Recreation (1967), M.A., Morehead State University
- *John Osborne, Assistant Professor of Accounting (1977), M.B.A., Eastern Kentucky University
- Dean W. Owen, Associate Professor of Education (1977), Ph.D., University of Florida
- Ted Pass III, Associate Professor of Biology (1972), Ph.D., Virginia Polytechnic Institution and State University
- Ben K. Patton, Professor of Education (1960), Ph.D., Louisiana State University
- *Floy Patton, Assistant Professor of Home Economics (1967), M.S., University of Kentucky
- John W. Payne, Professor of Education (1969), Ed.D., University of Kentucky
- Charles J. Pelfrey, Professor of English (1962), Ph.D., University of Kentucky
- Jack W.R. Peters, Associate Professor of Management (1979), Ph.D., University of North Dakota
- John C. Phillely, Professor of Geosciences (1960), Ph.D., University of Tennessee
- *Marvin J. Philips, Associate Professor of Speech/Theater (1967), MFA, Carnegie Institute of Technology
- Bill B. Pierce, Professor of Marketing (1964), Ed.D., Wayne State University
- *Mary Ann Pollock, Assistant Professor (1977), M.A., Morehead State University
- Madison E. Pryor, Professor of Biology (1964), Ph.D., University of Tennessee
- Gary Puckett, Associate Professor of Industrial Education (1982), Ed.D., Virginia Polytechnic Institute and State University
- James Quisenberry, Professor of Speech (1968), Ph.D., Ohio University
- Paul A. Raines, Professor of Health, Physical Education and Recreation (1966), Ph.D., University of Iowa
- Diane Ris, S.P., Associate Professor of Education (1977), Ed.D., Ball State University
- Glenn C. Rogers, Associate Professor of English (1967), Ph.D., University of North Carolina
- Judy R. Rogers, Associate Professor of English (1967), Ph.D., University of North Carolina
- Harold Rose, Professor of Education (1968), Ph.D., Florida State University
- *William T. Rosenberg, Assistant Professor of Education Media (1970), M.H.E., Morehead State University
- David R. Rudy, Associate Professor of Sociology (1980), Ph.D., Syracuse University
- Layla Sabie, Associate Professor of Education (1965), Ed.D., George Peabody College
- Mohammed Sabie, Professor of Health, Physical Education and Recreation (1964), Ed.D., George Peabody College
- David J. Saxon, Professor of Biology (1967), Ph.D., Southern Illinois University
- Howard L. Setser, Associate Professor of Biology (1964), Ph.D., University of Kentucky
- James Smiley, Professor of Business Education (1973), Ph.D., Ohio State University
- Stuart S. Sprague, Professor of History (1968), Ph.D., New York University
- *John D. Stanley, Associate Professor of Education (1964), M.S., Mississippi State College
- Harry F. Sweeney, Associate Professor of Health, Physical Education and Recreation (1969), Ed.D., University of Tennessee
- George S. Tapp, Professor of Psychology (1968), Ph.D., University of Kentucky
- *Carolyn Taylor, Assistant Professor of Home Economics (1974), Ed.S., Morehead State University
- Steve Taylor, Professor of Education (1973), Ph.D., Florida State University
- Dan Thomas, Professor of Education (1969), Ph.D., University of Southern Mississippi
- M.K. Thomas, Professor of English (1964), Ed.D., Tulsa University
- Charles Thompson, Professor of Health, Physical Education and Recreation (1963), Ed.D., University of Southern Mississippi
- George Trout, Professor of Education (1976), Ph.D., University of Connecticut
- Ronald F. Tucker, Professor of Industrial Education (1968), Ed.D., Oklahoma State University
- Gary VanMeter, Associate Professor of Accounting (1976), M.B.A., Southern Illinois University
- *Victor Venetozzi, Associate Professor of English (1960), M.A., Morehead State University
- William Weikel, Associate Professor of Education (1975), Ph.D., University of Florida
- Randall L. Wells, Professor of Education (1968), Ph.D., Union Graduate School
- Alban Wheeler, Professor of Sociology (1972), Ph.D., Mississippi State University
- William M. Whitaker III, Professor of Finance (1975), Ph.D., University of Kentucky
- William White, Professor of Psychology (1978), Ph.D., The State University of New York
- Charles Whitfield, Assistant Professor of Education (1981), Ed.D., Texas Technological University
- Edie L. Whitfield, Adjunct Professor of Education (1981), Ed.D., Texas Technological University
- Montgomery Whitson, Professor of Sociology (1970), Ph.D., Texas A&M University
- Aleda Jean Wilson, Assistant Professor of Education (1978), Ed.D., Indiana University
- Jack Wilson, Professor of Speech (1967), Ph.D., Michigan State University
- *Thomas L. Yancy, Instructor of Radio-Television (1977), M.A., Morehead State University
- Steve Young, Associate Professor of Education (1968), Ed.D., Indiana University

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Abbreviations (Course Prefixes)

ACCT	Accounting
AGR	Agriculture
AHS	Allied Health Sciences
ART	Art
BIOL	Biology
BSED	Business Education
CHEM	Chemistry
COMM	Communications
CON	Construction Technology
COR	Corrections
DATA	Data Processing
ECON	Economics
EDAC	Adult and Continuing Education
EDAD	Education Administration
EDEC	Early Childhood Education
EDEL	Elementary Education
EDGC	Guidance and Counseling
EDHE	Higher Education
EDSE	Secondary Education
EDSP	Special Education
EDUC	Professional Education
ENG	English
FIN	Finance
FNA	Fine Arts
FRN	French
GEO	Geography
GEOS	Geoscience
GER	German
GOVT	Government and Public Affairs
HEC	Home Economics
HIS	History
HLTH	Health
IET	Industrial Education Technology
JOUR	Journalism
LAT	Latin
LSIM	Library Science and Instructional Media
MATH	Mathematics

MIN	Mining Technology
MKT	Marketing
MNGT	Management
MS	Military Science
MSCI	Marine Science
MUSC	Music Conducting
MUSE	Music Education
MUSG	Class Applied Music
MUSH	Music History & Literature
MUSM	Music Ensembles
MUSP	Private Applied Music
MUST	Music Theory
MUSW	Music Research
OADM	Office Administration
NUR	Nursing
PDI	Personal Development Institute
PHIL	Philosophy
PHED	Physical Education
PHYS	Physics
PSY	Psychology
RAD	Radiologic Technology
RCL	Reclamation Technology
REAL	Real Estate
REC	Recreation
REL	Religion
R-TV	Radio-Television
RUS	Russian
SCI	Science
SOC	Sociology
SPA	Spanish
SPCH	Speech
SWK	Social Work
THEA	Theatre
VET	Veterinary Technology
VOC	Vocational Education
WEL	Welding Technology

Academic Calendar

1982

August 23-25
August 26
August 30
September 6
September 7
October 18
November 1

November 8-12
November 24
November 29
December 13-17
December 18

Fall Semester

Registration.
Classes begin at 8 a.m. on MWF schedule.
Last day to register for a full load.
Labor Day holiday (no classes or office hours.)
Class work resumes at 8 a.m. Last day to register for credit.
Mid-term grade reports due in Registrar's Office.
Students who drop courses after this date will automatically receive a mark of "E" in the courses dropped.
Pre-registration for spring 1982.
Thanksgiving holiday begins at 11:20 a.m.
Class work resumes at 8 a.m.
Examinations.
First semester closes at noon.

1983

January 10-12
January 13
January 17
January 24
February 21
February 22
March 4
March 5-13
March 14
March 17
March 18

April 1
April 4
April 18-22
May 9-13
May 13
May 14

Spring Semester

Registration.
Classes begin at 8 a.m. on MWF schedule.
Last day to register for a full load.
Last day to register for credit.
Washington's Birthday holiday (no classes or office hours).
Class work resumes at 8 a.m.
Mid-term grade reports due in Registrar's Office.
Spring vacation (no classes or office hours).
Class work resumes at 8 a.m. on MWF schedule.
Founders Day (10:20 and 11:30 classes dismissed).
Students who drop courses after this date will automatically receive a mark of "E" in the courses dropped.
Good Friday holiday (no classes or office hours).
Class work resumes at 8 a.m.
Pre-registration for fall 1982.
Examinations.
Spring commencement.
Second semester closes at noon.